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THE  
SMITH ALUMNAE  
QUARTERLY

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INDEX

VOLS. I, II, III, IV, V

---

NOVEMBER, 1914

# INDEX OF VOLUMES I-V OF THE SMITH ALUMNAE QUARTERLY

## EXPLANATORY

In addition to the usual abbreviations, the following are used:

A. C. A., Association of Collegiate Alumnae.

S. C., Smith College.

S. C. A. C. W., Smith College Association for Christian Work.

In the case of married alumnae, all entries are put under the married name, but reference is made from the maiden name and the class designation is given under both headings.

In the case of members of the faculty who are alumnae of Smith College, entries have only the class designation appended, without reference to position; all other members of the faculty (except the President and the President-Emeritus) have (f) after the name, also without reference to rank.

To keep the Index within bounds, most entries forming a regular feature of each issue had to be omitted. Consequently, notices of Concerts; Lectures; Speakers at Vespers; items concerning Campus changes; College Choir; Debates; Dramatics; Elections; Gymnasium and Field Association; Press Board; Registration statistics; S. C. Monthly Board; S. C. Weekly Board; as well as Faculty appointments and resignations and Trustees' Meetings will be found under the heading "News from Northampton" in each number of the QUARTERLY.

Under the Heading "The Alumnae Association," also in each Number of the QUARTERLY will be found accounts of The Alumnae Council; The Committee of Five; the Office Report of the Association; the Report of the QUARTERLY Board and the Reports of the President, the Secretary, and the Treasurer of the Association.

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# The Smith Alumnae Quarterly



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♦ ♦ ♦  
November, 1913

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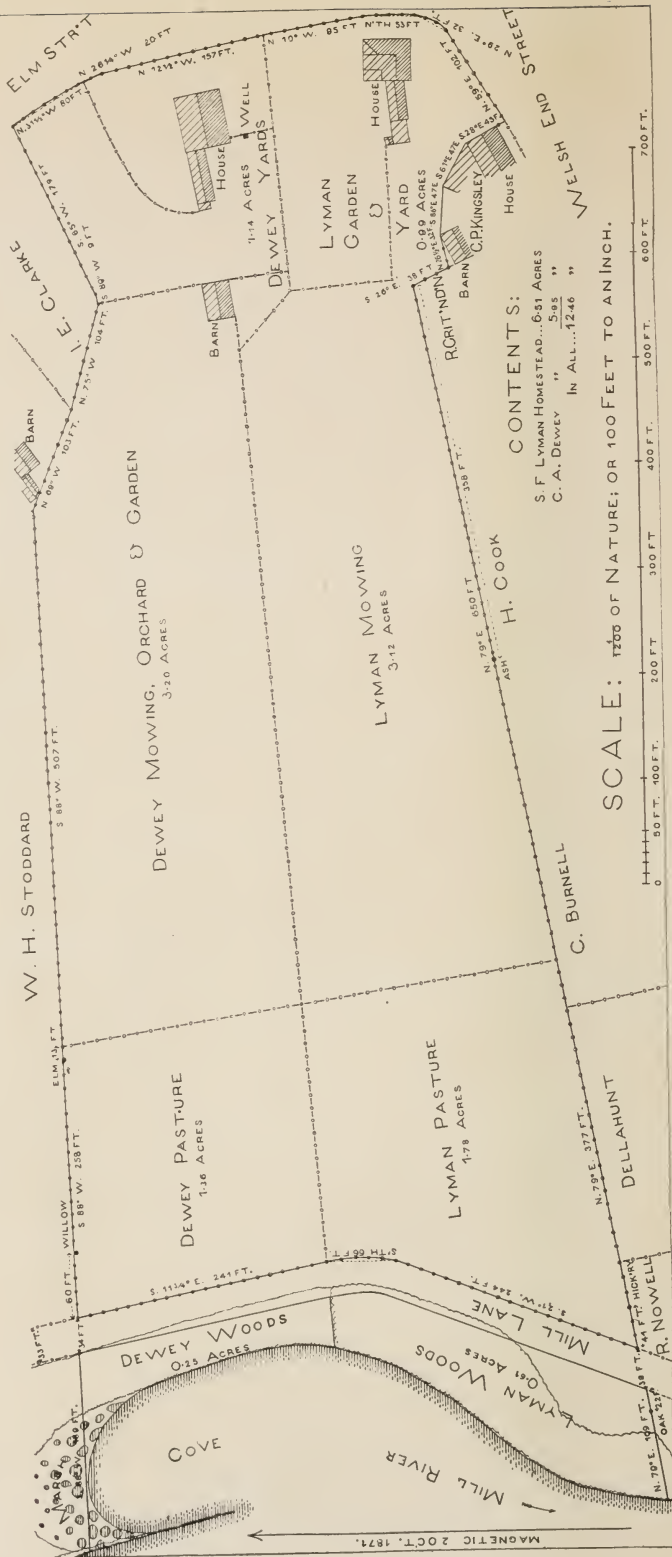




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4 JANUARY, 1872.



The original map is framed and hangs in the President's office.



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## HOW THE CAMPUS HOUSES GOT THEIR NAMES

L. CLARK SEELYE

Many of us have never known for whom the various dwelling houses at Smith were named. We are very grateful to President Seelye for telling us, as no one else could have done, about the men and women who rendered such generous service to the college that it was proud to give their names to the houses which its students were to occupy for many years.

I have been asked by the editors of the QUARTERLY to explain the names assigned to the student dwelling houses of the college. In doing so, I will follow the order of their establishment.

The first was called the Dewey House, after Judge Charles A. Dewey, who built it as a residence for himself and family in the early part of the last century. It stood originally on the narrow strip of land extending through the center of the present campus, that was bought by the trustees in 1871 from the Dewey estate as the first site of the college. To make room for the President's house it was moved in 1874 to the rear of College Hall, and a large addition was made to it so that it might accommodate about twenty-five students. In 1898, to provide a suitable place for Seelye Hall, it was again moved to its present location. Judge Dewey was an honored and distinguished citizen of Northampton, and during his lifetime some of the most noted jurists and statesmen of Massachusetts were entertained at his house.

The Hatfield House was built in 1877, and its name was intended primarily to recall the native town and life-long home of Sophia Smith, and—more remotely—the famous Hatfield House, once the residence of Queen Elizabeth and other noted persons in English history. It was located at first just in front of the present library; but when the library was built in 1908 it was moved to where it now stands.

The Washburn House, built in 1878, was named after William B. Washburn, LL.D., one of the trustees appointed by Miss Smith in her will. He filled also acceptably many important public positions,—serving the Commonwealth as Governor and as one of its senators in Congress. In the college he was actively and heartily interested,—gave liberally to its support, and at his death bequeathed to it \$5000.

The following year, 1879, the Hubbard House was built and was so called in honor of George W. Hubbard—also one of the original trustees of the college and its first treasurer. In her first will Miss Smith had fixed the site of the college in Hatfield; and it was through the influence of Mr. Hubbard—himself a citizen of Hatfield and a large owner of real estate there—that she was finally induced to locate it in Northampton, on the condition that its inhabitants would add \$25,000 to her endowment. Mr. Hubbard was a man of rare sagacity and integrity, and loyally devoted to the college. At his death he bequeathed to it the bulk of his property, amounting to about \$68,000.

The Wallace House was built in 1889 and was named after Rodney Wallace of Fitchburg,—for nearly twenty-five years a trustee of the college and one of its most generous benefactors. He was a man who exemplified the best qualities of American citizenship, and in the General Court of Massachusetts, in the Governor's Council, and in Congress, he repeatedly justified the confidence of his constituents.

The Lawrence and the Morris Houses were both built in 1893 and were named after Mrs. Elizabeth C. Lawrence Clarke, of the class of 1883, and Mrs. Kate Morris Cone, of the class of 1879,—two of the alumnae trustees, who worthily represented the constant loyalty and generous efforts of the alumnae to promote the well being of their Alma Mater.

The Dickinson House was built in 1894 and was so named in consequence of a gift of \$10,000 by Mr. Samuel Dickinson of Hatfield, as a memorial of his sister, Mrs. Philura Dickinson Hubbard,—the widow of George W. Hubbard. That their memorials might not be sundered, it was placed by the side of the Hubbard House.

The Tenney House was bequeathed by Mrs. Mary Smith Tenney to the college at her death in 1895. Her brother, Justin Smith, who died in 1880, had previously bequeathed his share in the undivided half of their estate to the college, on condition that his sister should have the use of it during her life. Mrs. Tenney was a woman of unusual refinement and intelligence, and the purpose of her bequest as stated in her will was: "To provide a home for the students of Smith College which shall be called the Mary Smith Tenney House as a memorial of my interest in the higher education of women." The house was originally built in 1710, by Isaac Clark, Mrs. Tenney's great grandfather, when the outskirts of Northampton were a wilderness and Indians and wild beasts frequently terrorized the inhabitants. It was occupied by four generations of the same family for nearly two hundred years.

The Tyler House was built in 1898 and was named after Professor William S. Tyler, D.D., LL.D., a highly honored professor in Amherst College, the father of Professor Henry M. Tyler of Smith College, and one of the original trustees. Professor Tyler was elected President of the Board of Trustees when it was first organized, and until his death in 1897 was one of its wisest councillors. The small wooden house

which was upon the land before it was bought as a site for the Tyler House was retained and called the Tyler Annex.

In 1898 the college was able to purchase the land now occupied by the Haven and Wesley Houses. The houses which were upon the property were enlarged and changed into dwelling houses for the students. The Haven House was called after Miss Elizabeth Appleton Haven who bequeathed to the college about \$50,000 for the benefit of the astronomical department; and the adjacent Wesley House was so named because it had previously been the Methodist parsonage.

The Albright House, built in 1900, was named after Mr. J. J. Albright, a public spirited citizen of Buffalo,—the founder of the Albright Art Gallery there,—and a generous and large contributor to the funds of the college.

The Chapin House was built in 1903, and was so named by the trustees after the maiden name of the wife of the President, in grateful recognition of her helpfulness in that capacity.

The Baldwin House was built in 1908, and was named after William H. Baldwin, Jr., a public spirited philanthropist and civic reformer of national reputation, and for seven years a most efficient and loyal trustee of the college. Largely through his influence \$200,000 were secured to increase the endowment and to build the large auditorium.

The Gillett and Northrop Houses were built in 1910, during the last year of my administration, and were ready for occupancy in the following year. These houses were called respectively after Edward B. Gillett, LL.D., and Birdseye G. Northrop, LL.D., who also were among the original trustees appointed by Miss Smith. Mr. Gillett was one of the most talented lawyers of the state, and Mr. Northrop acquired so high and wide a reputation as a member of the Boards of Education in Massachusetts and Connecticut that Japan entrusted to him the education of the first Japanese youth who were sent to this country. He died in 1898 and Mr. Gillett in 1899. To both of these trustees the college is greatly indebted for the constant faithfulness and intelligence with which they fulfilled their trust.

Some mention should perhaps be made of Sunnyside, although it cannot be numbered properly among the student dwelling houses of the college. It was formerly the home of Mrs. John Storrer Cobb, and was given by her to the college in 1906 as a place where students and teachers might secure needed rest and medical care by paying the cost of its maintenance. She gave it the name "Sunnyside" in order that the house might be as free as possible from the depressing and gloomy associations of a hospital, and the furniture and interior arrangements were intended to suggest a private home rather than a sanitarium. To provide ampler accommodations it was enlarged at the expense of the college.



# THE PLACE OF MUSIC AND ART IN THE CURRICULUM OF A CULTURAL COLLEGE

ETHEL PUFFER HOWES

Mrs. Howes was graduated in 1891. She was assistant and instructor in mathematics at Smith from 1892 to 1895; studied at Berlin and Freiburg from 1895 to 1897; and received her Doctor's degree at Radcliffe in 1902—having the Harvard certificate of 1898. She has been associate professor of aesthetics at Wellesley and assistant in psychology at Radcliffe. She is the author of "Studies in Symmetry," published in *Harvard Psychological Studies*, Volume I, and "The Psychology of Beauty," which was published in 1905.

If it were possible to appeal to a body of doctrine in the field of education, and of women's college education in particular, in the way of a Magna Charta, or at least a Declaration of Independence, one could reach a conclusion on a minor point without, as it were, calling all Heaven to witness. But there is no such accepted doctrine. The most superficial contact with the machinery of education makes all too clear the almost passionate disagreement as to what are the fundamentals. To pluck a flower of conviction here one must still dig up the root too—and root and all, and all in all, must bundle up one's whole philosophy of education!

This is the reason and excuse for the seeming discrepancy of my text and main discourse. The question of the place and the valuation of Art and Music in the curriculum of a woman's college depends on the central intention of that curriculum, and can be settled only as a corollary of the greater problem. That this has been stated and restated to weariness cannot absolve a new inquirer, however reluctant. What *is* the intention of the college for women?

Twenty years ago, perhaps, there would have been substantial unanimity in the answer. To-day the stream of criticism directed on the results of academic work seems to indicate three main springs of conviction as to the idea of a college. First: the college should train the intellect for strength and activity, while providing a background of facts and general principles for the interpretation of experience. For this training most people would accept the term "general culture." The second: the college should prepare for life more specifically, looking either to a vocation outside of domestic life, or to the private domestic interests of women. The third: the college should take account from the first of the specific interests of women, and for them interpret "culture" as the possession of facts and principles bearing on their assumed "particular world." These last two theses are not identical, for the demand for practical training in a specific field is essentially different from the re-shaping of a whole educational system in the service of a controlling idea.

The third idea of a woman's college is so far as yet from any definite program or expression in terms of college work, that it might be left out of present account if it were not that the idea does unconsciously or instinctively influence the valuation of certain studies, and very particularly those studies which we wish to discuss. That aesthetic training is peculiarly fitting or desirable for women is certainly an underlying notion with many people.

Nevertheless the upholders of the last two views as to the purpose of the college do meet in one demand; both parties call for a closer relation of the college to the work of the world, either in the sense of preparing for a specific vocation to be immediately entered on, or in the sense of preparing for a specific group of problems and activities. "The college must be in closer relation to life."

Within the larger group which is pressing for this closer relation with life through education for specific interests, there are however several divisions which seem to me not to have been sufficiently distinguished in current discussion. A conservative group would encourage a choice and concentration of opportunities for vocational preparation already existing in the college of liberal arts, but not as yet so ordered as to be easily grasped by the student. Another group would establish further courses looking to specific interests or occupations, given, however, only on the most thorough grounding in theory and principle. This would apparently involve more flexible election in the first years of college, to give time for the complete scholarly foundation. A third group would like to see a set of courses allied only in their specific reference to domestic interests, and covering that field. These could not be based on a broad scientific foundation, if they were in a form to be of immediate practical use. This point is not usually dwelt on by the advocates of such correlation, but it is clear that a course in domestic science wide enough to include eugenics, personal and municipal hygiene, the care of children and sick, food and sanitary chemistry, dietetics, household economy and the living wage for women, the study of textiles, the engineering, architecture, and general aesthetics of the home, merely to select from the list suggested, can deal either only with general principles as a basis for later special reading and study, or only with short cuts to practice—a hodge-podge of rules of thumb such as are filling household magazines to-day; that is, unless it is to occupy the whole college period. A fourth group lays emphasis on the need of practical work from the psychological point of view, as a part of the equipment of the "full man." Too many women, it is said, suffer from a kind of motor inhibition and lack of initiative, due to their exclusively intellectual training.

Now of the four types of proposal by those who wish to see a practical intention in the college curriculum, the first two, for better vocational grouping, and for additional advanced specific courses with a greater

flexibility in election, seem to contain nothing which the original "culture-training" group might not welcome.

As for anything like a complete vocational preparation within college, probably no one now thinks of it as possible. It is known that even the graduates of what are thought of as technical institutions, the great engineering schools, for instance, do not expect really paying positions for several years after graduation. An interesting recent discussion in New York journals has confirmed our information, that with few exceptions the young engineering graduate has to look forward to two or three years of apprenticeship at unskilled laborers' wages, and often less. The boy expects to rough it for a while, and we don't hear of his experiences; but we can therefore certainly not expect the graduate of a non-technical institution to fare more softly. But even granting the ultimate vocational intention of the college work, it is enlightening to observe the methods of such professedly vocational schools. The students of the Massachusetts Institute of Technology receive with their thorough theoretical training only so much practical work or shop work as enables them to understand foundation principles, or to judge of good practice, or "just not to be a fool with my hands," as one of them put it. For them shop work and field work is exactly on a par with laboratory work as we know it—the means to the firm grasp of theory, and strictly subordinated to it. In other words, in the highest type of vocational school no element of craftsmanship enters; so far as it is necessary, it is relegated to the later years of apprenticeship. Education even for the most intensive practice and the closest relation to life centers on broad and deep theory.

These facts certainly create a presumption against either "short-cuts" in theory, or a craftsman's training in practice, even on the "practical" theory of the college course. The demand for motor training, expressed by our fourth group, may be considered as well satisfied by the provision for laboratory work in the sciences with its healthy root in theory,—especially if the requirement in science be increased, a change many persons hope to see. This demand, indeed, is strictly within the "culture-training" theory of the college aim.

There remains to consider only the group of "household sciences," as now so widely proposed for all women's colleges, with their short-cuts, their small blocks of more or less unrelated practical information, and their necessary craftsmanship. It appears that here only is the issue between the "culture-training" theory, and the "specifically-practical" theory definitely joined.

But is the antithesis a logical or necessary one? One very striking point, to me at least, in current discussion, is the tacit admission on the part of the conservatives, of their opponents' main criticism. It is apparently conceded that the claims of "culture" and the practical life are indeed hostile. The "disciplinary," the "mentally athletic"



quality of certain college studies is assumed by both, and assumed as resulting in "power to deal with new material." Beyond this, both sides accept an interpretation of "culture" which has evidently descended straight from Matthew Arnold, with all its connotations of Sweetness and Light. "To know the best that has been done and thought in the world," to be able to see a thing in its broadest relations, and "foreground and background in their true proportions" are accepted phrasings for it. "Disinterested joy in things lovely and of good report is the beginning of culture." "Culture is not an accomplishment, it is a state of mind". (I quote none but authorities!) This is essentially a passive conception,—vividly scored as such by its critics, tacitly accepted as such by its advocates.

Well—! If this were all—this conception of the result of college training as a kind of passive alertness, as the serene possession of the power of mental digestion, of a sort of well-oiled psychic gun, warranted to hit the mark when, if, it goes off,—I should want to be joined to its critics. Education, higher education above all, should indeed prepare, and prepare directly, for life,—for deliberation, decision, action, achievement—in the concrete! It is the felt lack of this dynamic quality in "liberal education" and the instinctive demand for it, which is, I believe, behind the popular call for training in household activities. It is indeed natural that a need not fully formulated should fasten on the most obvious concrete promise of partial satisfaction, careless of incompatibility with other shaping principles of education.

But the "storage" or "potential" interpretation of culture is not the only one. There is a famous definition of culture, still too little known, by an English philosopher. Says Bosanquet, "Culture is the habit of a mind instinct with purpose, cognizant of a tendency and connection in human achievement, able and industrious in discerning the great from the trivial." It is the first phrase which speaks to us. The mind can be full of knowledge of past achievement, and equipped for judgment, and still be sterile. But the mind instinct with purpose, the mind that has been fed on purposes, is prepared to answer not only the first and last, but also the second, of the three great questions: What can I know, What must I do, What may I hope for?—which cover, as Kant tells us, all man's need. None of us really questions "the primacy of the Practical Reason." The young woman student feels instinctively, if vaguely, the need of the exercise of *her* Practical Reason. Her craving to study and grapple with ideas of life,—the great issues, the great decisions, and the great refusals—is almost pathetically shown in her rushing into emotional propaganda of feminism, or socialism, or syndicalism, and on a lower level in her certainly overstrained pre-occupation with undergraduate activities and politics. It is a perfectly true, though still a crude expression of the same fundamental need to value, judge, and act in the service of ideas.

"Conduct is three fourths of life." To prepare for life is to strengthen the mind for conduct. College ought to be the Great Good Place to think things out; and its excuse for being is, that it provides the guiding hand that nothing else can give. This is not a question of morals; it is a question of help in straight thinking. College must furnish the tools, in language, power of expression, logic, store of facts; it must guide to the persistent problems, and transmit earlier solutions,—and demand some, however crude, conclusions that shall be at the same time choices.

It is sometimes said that the study of history and literature constitutes such an initiation. This is certainly conceivable; but I have never known either history or literature taught or discussed on the basis of the validity of the ideas of life embodied in them;—validity, I mean, for the student's own shaping of life. Nor is it entirely clear to me that they ought to be so taught. The purely scientific and the aesthetic points of view, have for these subjects, respectively, prior (though perhaps not greater) claims. It seems a method needlessly indirect, and at the same time a waste of precious stimulations, to go to "Beauchamp's Career" for a text in political thinking for the common good or to "A Doll's House" for an occasion to study woman's place in society. No, it is the undiluted problems of action in the world of spirit and of thought, in the social organization, and in the human relations, that is needed; that is certainly instinctively demanded, without the young student's realizing how or where her need can be met. A "motive for organization of studies" to quote again, here lies, I believe, ready to hand. It therefore seems to me devoutly to be hoped that under our future curriculum it will no longer be possible as it now is, to get the degree without a suspicion of either Ethics, Philosophy proper, Political Economy, or Sociology.

It is with this conception of culture as the college aim that we meet the demand for a system shaped in the interests of women. It is their own problems that they want the answers to! Nothing is gained by assuming the boundaries of "their particular world," that is not better gained by giving them a chance to work out in the sweat of their brains what really are the meanings and the limits of women's duties in society. No other plan will so automatically shape the woman's college curriculum in the direction of her peculiar needs, whatever they may be.

It is from this point of view, too, that it seems to me easiest to vindicate the limiting of college study to what requires the exercise of reason, and concentrated effort in it. The reach must exceed the grasp, or there is no push to mental growth, nor any need for the college instructor as leader, guide, and helper. If college is the place to think out the thing that must be done, what doesn't help one to think, in the way of tools, materials, or exercise and training, should not come in to "the record of hours."



I have made a wide circle to get around to the evaluation of Music and Art as studies. There is no denying that the problem has a peculiar ambiguity, because the value of the aesthetic experience of music and visual art is so easy to confuse with the value of the study of their principles, and that in turn with the worth of the practice of the arts themselves. In so far as music and visual art, "Fine Arts" as sometimes called, are considered as treasures of human experience and an important link in civilization, the study of their history and constitutive principles belongs certainly to what we have called the materials for the conduct of life. Moreover, the exercise and the effort, indeed, of the reason is required to grasp those principles; and this view is fully borne out by the practice of the important colleges in this country, men's as well as women's, which recognize all theoretical and historical courses in Music and Fine Arts as on a level with other requirements for the degree.

When we come to the practice of those arts, we enter on another question. It has been held that studio practice in both Music and Art should be considered and counted as laboratory work; but I think this involves a psychological error. The method and purpose of laboratory work is the discovery and the demonstration of principle. Now the principles of music are not to be discovered or demonstrated in learning how to perform it. The proper parallel for laboratory work is exercise in writing music, harmony, counterpoint, et cetera on the basis of a modicum of ability in performance; while the proper parallel to practice in execution is apprentice work in a craft. This distinction is most sharply made by Harvard, which not only does not count performance in music for the degree, but, while making ability to perform a prerequisite, fails to offer instruction in it. On the other hand, it is true that practical work in drawing and painting is comparable rather to exercise in composition in music than to practice in performance of music. The principles of drawing and painting are best understood with the attempts to apply them in production, and some illustrative practice seems to be involved in every thorough theoretical course in Fine Arts. Yet here again we ought to make a distinction; the laboratory experiment is expressly conceived and controlled to prove or illustrate a definite principle. Laboratory work not in the service of reason would be unthinkable. But studio practice cannot be so guarded, and is indeed only incidentally a matter of ratiocination. Every separate problem for the artist is a problem in Beauty; his work is in the service of the aesthetic experience, and the aesthetic experience is the apotheosis of sensation, indeed, but not of thought. It is not primarily by the exercise, or to the end, of reason, that the artist proceeds. For this reason, doubtless, many colleges make a distinction between the "explanatory exercises," the "illustrative drawing" undertaken only in connection with theoretical courses, and the independent practical work aimed frankly at the exercise of the craft itself.

It is true that we speak currently of musical ideas, and of painting full of meaning, but this is rightly only a figurative use of words. Music does not express reasoning; and the same thing is true of visual art in its essence as beauty, although it may of course tell a story; but the idea does not give it quality as visual art. Aesthetic experience, of music and of art at least, is a refreshment and inspiration through a moment of sensorial perfection. It has the qualities of rest, withdrawal, isolation, inhibition of action;—and their defects for the conduct of life. Over-

	MUSIC						ART AND ARCH- AEOLOGY						REMARKS
	THEO- RETICAL			PRACTI- CAL			THEO- RETICAL			PRACTICAL			
	Courses	Hours	Year or Half	Courses	Hours	Year or Half	Courses	Hours	Year or Half	Courses	Hours	Year or Half	
	<i>In all cases three or four hours of practice are counted as one hour of practical work. No graduate courses included.</i>												
Bryn Mawr							2 1 2	3 2 1	yr yr yr				4 alternate courses
Mt. Holyoke	2 4 1 1	2 2 1 1	yr hf yr hf	12 or 2	1 or 2	hf	1 2 2 2 4 2	3 3 2 or 3 2 2 1 or 3	yr hf yr yr hf hf	1 2 4 1 or 2	1 1	yr hf hf	8 semester hrs. practical work in Music count for degree with addition of a course in Harmony. 3 alternate courses in Art. 4 practical courses are illustrative of designated theoretical. 2 theoretical include some illustrative practice.
Smith	3 4 2	2 1 1	yr yr hf	12 2	2 2	yr hf	2 4	1 2	yr yr	4	2	yr	2 additional courses in Theoretical and 1 in Practical Music not counted in minimum. 1 other not counted in record. 1 yr. of Theory required for practical work. Theory must accompany all practical work in Art.
Vassar	10	3	hf				7 5 1	3 2 1	hf hf hf				
Wellesley	6 2 1	3 2 1	yr yr yr				6	3	yr	1 3	2 1	yr yr	7 alternate courses in Musical Theory. 3 alternate courses in History of Art and Archaeology. Studio practice independent of History of Art, but if counted for degree, proportionate number of such courses must be taken.

emphasis on the aesthetic experience seems to me, indeed, a very present temptation and danger for cultivated people, and women particularly, in its seduction toward the acquiescent attitude. That of course would not be a sufficient reason for failing to count the independent practical work as college material. The real reason is, I believe, that it cannot be classed as giving "the mind instinct with purpose" any food, any tools, exercise, or material for judgment, which is not as well or better given by the theoretical treatment of the arts, with illustrative practice, and by laboratory work in the sciences.

For a study to fulfil the ideal college requirement, it may be broadly said that it must be either in immediate relation to conduct or to the mental activities which nourish conduct. In so far as the aesthetic experience is a psychic refreshment, a moment of perfection, it is valuable, and preparation for its highest forms is suited to the college. It does not belong explicitly to conduct, but it may conceivably be the nurse of conduct. But at the point where independent practical work in the arts is not essential to either aesthetic experience or understanding, or does not involve explicit reasoning, it becomes craftsmanship, apprentice work, and should not, to my thinking, be counted for the degree.

It will be interesting to see how far these conclusions are borne out by the procedure of the colleges. Different methods of counting hours and of restricting electives make any tabular comparison only approximately accurate, and the more as in these fields the same titles of subjects given do not represent identical amounts or quality of work; but I believe this rough grouping fairly correct.



VIEW FROM LAKE PARADISE



## RECENT ACTION CONCERNING THE MASTER'S DEGREE

JOHN SPENCER BASSETT, PH.D.

Professor Bassett is Professor of American History at Smith College and Secretary of the Committee on Graduate Instruction.

There was a time when the degree of master of arts implied such advanced knowledge as was necessary to make the possessor an acceptable master of other pupils. It was a teacher's degree, and it carried with it a great deal of honor. By a process which it is not possible to describe here the degree has lost its old position of preëminent esteem. For a long time it was in America, as in England, an honorary degree, and sometimes it was given with very little regard to the scholastic attainments of the recipient. With the development of graduate study after the Johns Hopkins University was founded in 1877 there came attempts to revive the degree. While still awarded on the former basis in a large number of institutions it began to be given as a reward for some shorter period of graduate work than that required for the degree of doctor of philosophy. It was in this sense a kind of consolation prize for the student who could not take the doctorate, either because he fell short of the standard or because he was not able to pursue graduate study for the required time. The best that can be said for such a degree is that it is better than a merely honorary degree. To serious students it tends to become a thing to be spurned; and the possession of it has not of recent years been a very great honor.

So evident was the chaos surrounding the subject that in 1909 the faculty of Columbia University undertook an investigation, with the hope of placing the degree on a distinctive and dignified basis. In an able report the nature of the work for the master's degree was discussed thoroughly, but the practical results were not considerable. At Columbia the degree is still given for one year's graduate work, and there is a disposition to leave much of its supervision to the departments. The investigation only emphasized the existing chaos. It did not secure harmony at once; although it is evident that much of the discussion that has occurred since 1910 was stimulated by the action of the Columbia faculty. In the annual meeting of the Association of American Universities, at Charlottesville in 1911, the master's degree was a topic of discussion, and a paper on the subject was presented by Professor Calvin Thomas, of Columbia University. He did not undertake to suggest a remedy for the chaotic condition existing in American universities and colleges. In fact, he recognized the likely continuation of a diversity of usage which grows out of varying local needs, and seemed inclined to

think a universal standard for the master's degree was not desirable. The best he could hope for was the common acceptance of two principles: (1) at least half of the candidate's time should be devoted to intensive work in some one subject, and (2) a candidate should be a baccalaureate graduate of a reputable institution and must have done a certain amount of collegiate work in the subject chosen. Besides the effort here described two other attempts have been made to give this degree a definite and higher position, to say nothing of individual efforts.

The first may be called the small-college idea. It was enunciated at Rutgers College in 1911. The design is to have a degree which implies a longer course of study than that taken for the bachelor's degree. It is provided that students may attain the higher degree who pursue intensively for two years after graduation three of the regular courses open to undergraduates. By intensive work one means, as it seems, that the courses shall be taken with wide reading in the specified fields, together with attendance on regular classes in company with undergraduate students. Such a course cannot mean the kind of specialization usually expected in graduate work. It does not rest upon investigation, but upon broad general information. It seems to me to involve this special disadvantage: A small college must inevitably have a limited number of courses open to upper class undergraduates, and if a given student is interested in a particular field he will have taken most of the courses bearing on that subject before he becomes a bachelor. The Rutgers plan would seem, therefore, to imply that a student studying for a master's degree should take a large part of his work in fields which were not his fields of interest while he was an undergraduate. For example, if he was interested in history before graduation, he would naturally have taken a great deal of the history work offered; and as a graduate student he would be forced, in order to get the requisite number of courses, to select them in some other field, which would mean that he does not concentrate in the subject of chief interest. Perhaps the Rutgers plan means to secure this decentralization. If so, it cannot expect to have the approval of those who believe that concentration in particular fields should characterize advanced study in general.

This difficulty is not so great in large colleges, where there are many advanced undergraduate courses. In such institutions it will be easier for a student to work two years in the same field, doing the work in an intensive manner and undoubtedly securing a large general knowledge of the subject. But here arises an important difficulty, which, of course, is equally apparent in the system when applied to a small college. It is in the omission of some amount of investigation. A minimum amount of research is a good thing for anyone who pretends to a large acquaintance with any field of study. It should be enough to give the student an insight into methods of investigation. It is in this way that he will learn how the investigator, on whom he must rely at second hand for



his own knowledge, has acquired what has been set down in books. The general student needs this to enable him to estimate the worth of what he finds at hand. He also needs it for his own broadening. Investigation is deliberately left out of the Rutgers plan because it is the purpose to leave it for those who wish to take the doctor's degree.

A more extensive plan is that adopted at Yale in 1912. As compared with the Rutgers plan one seems to see the influence of a larger university seeking to work out a problem similar in origin but different in surrounding conditions. A revived master's degree was the desideratum and Yale was ready to give her vast resources to meet the demand. Students coming from colleges of high standing, it was provided, should receive the master's degree after two years' work, those coming from colleges of lower standing should take more time. Some of the courses offered may be courses open to undergraduates, and courses in law, medicine, and divinity may be offered provided they are not also counted for a professional degree. A reading knowledge of one language other than English is demanded, and the first of the two years required may be spent in another university. We can get no better idea of what the Yale plan means than to read what Dean Hanns Oertel says in regard to the essay, which the plan requires from all candidates.

The doctoral thesis should show that the candidate not only has technical mastery of the methods of the particular department in which he presents himself, but also that he is capable of doing a definite piece of independent scientific work, and can formulate the conclusions of his investigation in such a way that they will modify or enlarge what was previously known. The essay required for the M. A. degree, on the other hand, is to give evidence that the student has gained a thorough control of his field of study and of the methods by which results have been obtained, so that he can approach his subject in a critical spirit, but it is not intended to give evidence of original productive research. With this distinction clearly marked, those men who do not propose to continue the work of productive research should find it far more profitable and congenial to work for the M. A. degree. Although no statistics are available, it may be asserted with confidence that a fairly large percentage of those who obtain the Ph. D. degree do not, for one reason or another, continue their work of productive research beyond the doctoral thesis. If it is possible to make the degree of M. A. sufficiently dignified to serve as a hall-mark of thorough training and mastery of their respective branches of learning, it would undoubtedly attract a fair number of candidates who are now forced to work for the Doctor's degree because the degree of M. A. is considered an inferior degree, whereas in reality it should be regarded as a degree parallel to that of the Ph. D. and differing from it in aim, not in dignity.

As to the place in society which the winner of the revived master's degree may be expected to take, Dean Oertel is silent. He may very properly have considered that it is not his function as an educator to determine such a question. It is enough for the university to furnish the education

which may seem to be demanded, and the recipient may be expected to find such a place as may be open to a man of his training. But from the general tone of the discussion on the master's degree it appears that it is expected that the new masters will fall into three classes: first, those who expect to teach in the higher preparatory schools, where teaching is to some extent specialized. Such teachers may find in the proposed graduate work an opportunity to fit themselves for the general knowledge of a given subject. As, for example, what could be better for a man teaching history to boys than two years' work in the general field with wide reading in a good library and where there are men to point out the most reliable authors and the pitfalls of bad scholarship? A second class is persons who may at some future time go on with graduate work, taking the doctor's degree. These are the interrupted students, whose course may be suspended possibly not to be resumed. It is advisable to have some degree open to them wherewith they may have evidence of the efforts they have given for at least two years toward the doctorate. A third class is those who, without the definite purpose of teaching or following other gainful employment, desire to have broad culture. They wish to know a great deal more about a subject of interest than can be got in an undergraduate course. They want to read deeply and to enjoy reading in such a way as the noisy undergraduate period, with its many college activities, is not designed to permit. Such a course, if dignified by a proper degree, should appeal to our leisure class, who, in other countries, are the essential supporters of serious thought.

It is also interesting to note a suggestion from the editor of the *Nation* made about the time Rutgers announced the plan already mentioned. Passing under review the history of the doctor's degree in this country, from the time "when Johns Hopkins showed the way," the writer proceeds to criticize the results attained. He demands consideration for those advanced students who are not primarily interested in research, but who under the existing system are forced to investigate and grind out doctoral theses in order that they may have the approval of the university and be accepted as worthy of confidence by the public to which they look. Recognizing a distinction between those who are doctors by nature and those who become doctors because they are forced into it, for lack of a degree more suited to their needs and tastes, the editor frankly asks for such advanced instruction as shall remedy the deficiency, liberate the doctoral studies from a burden of unpopularity they ought not to carry, and create a higher respect for broad general culture.

It is in the same spirit that Professor W. B. McDaniel, of the University of Pennsylvania, in an article on "Research and the Degree of Doctor of Philosophy" (*Classical Weekly*, February 10, 1911) sets forth the bold theory that what is needed is a distinct but equal degree for the student of general culture. It should demand as much time as the existing doc-

tor's degree, and he suggests that one of the older degrees be revived and ennobled for this particular purpose. His own preference is for the degree of doctor of letters. To take it he would suggest three years of work of an advanced nature, not investigation. It would be such work as would tend to make a sound scholar who was not necessarily a productive investigator. Such a degree would appeal to those who desire primarily to be teachers. It would do away with the prevalent disposition to fit every graduate student into the processes of exact research, a process which, it is claimed, is responsible for a vast amount of dry and formal college teaching. If the universities were turning out men of this type, college faculties would be recruited from the number, and life and broad culture would reappear in the classroom.

Such is the stage to which this interesting discussion has come at this time. That it is likely to go farther seems assured; for it is not to be supposed that the complaints which have been mentioned can go permanently unamended. In the field of our higher education one is apt to imagine that something has dropped out. It is that which makes for the man of sound and gentle culture. The bachelor in our typical institutions can hardly get it. His interests are not in culture. To force him to surrender from his sports and his attractive social life a modicum of his time, it is necessary for the instructor to grind him down with the hardest tasks. If he comes out of college with some semblance of culture it is due to this hard process, which is the instructor's only resource against complete submergence by the non-intellectual activities of the undergraduates. The confidence our predecessors once had that suggestive teaching by the instructor would be followed by enthusiastic discipleship on the part of the good pupil is well nigh a thing of the past. And when in present times one has counted up the disciples of culture at the end of the college course, he is saddened to observe that most of those whom he has dragged out of the maelstrom are the gentle souls to whom nature gave no power of resistance, and who have been practically thrown back as misfits from the maelstrom itself, persons of small individuality and no great promise.

On the other hand, it is said that the doctor of philosophy, if he has yielded himself to the spirit of investigation, has not the spirit of general culture. I have known students who have taken the doctor's degree without doing enough research to spoil their souls. They are persons who must have a graduate degree and take the only one offered; but they do not intend to become investigators; and they strive as they can, and that is a great deal, to develop themselves in the field we are pleased to call cultural. With the experience of such persons in mind we cannot well say that the graduate work as it is at present conducted in our universities does not result in good college instruction. That some dull teachers do come out of it, is true; but it is mostly due to the fact that our system of extensive aid to education in all its



branches necessarily brings to the top some men whose perseverance and industry are greater than their personality.

With this side of the matter this discussion has nothing to do. It is only sufficient here to point out the way in which the educational profession is awakening to the importance of the master's degree as a degree for culture. Whether it be continued in the universities as a one year degree, as it is now given at such institutions as Columbia and Harvard, or as a stiffer degree, as at Yale, it seems likely to grow in favor as a thing distinct from the work which leads to the doctor's degree. Its place is so evident in our system of instruction, that it cannot be ignored either by the colleges and universities, or by their students. Probably it has especial interest for those who do not mean to be bread-winners. Persons who have not to toil for sustenance, but who have, nevertheless, a desire for intellectual employment, may not wish to become investigators in minute knowledge. They are more likely to be attracted to the fields in which the opportunity is best open to persons of broad training, whether it be in literature, public service, or any other thing in which there is need for a man or woman of ripened mind. It seems clear that such persons will be better equipped in graduate courses of the kind here classed as cultural. Such persons are the hope we have for building up an influential and dependable leisure class, a class which must come out of our rank and rapidly-grown material prosperity, unless we are to conclude that our materialism is in itself the sterile and futile end of our sacrifices and our toil.

## A HEALER OF MEN

MARY PARMLY KOUES

Himself a leader, with a sighted goal,  
 He yet can pause amid the rush of life  
 To soothe the headlong crowd's onsurging strife,  
 Or lift the burden from some laden soul  
 To bear it thence himself; nor hesitate  
 To lose the goal he set his life to gain  
 If gaining should increase the toil or pain  
 Of any whom so e'er.

For he *can* wait  
 To spend the golden hours in charity  
 Yet win life's race, who keeps his vision clear,  
 Nor wanders in the tortuous by-paths near,  
 Once having seen the path of victory  
 Disclosed by Him, whose love his life imbued,  
 Who "had compassion on the multitude."



# WHAT ALUMNAE ARE DOING

## THE JOYS OF SOCIAL SERVICE

FLORENCE MERRIAM JOHNSON

Miss Johnson is a member of 1897. She has acquired her training first in the New York Hospital, and later at the Dispensary in connection with Cornell University and in the Pediatric Clinic of the Bellevue Medical College. For the past three years she has been at Harlem Hospital, in charge of the Social Service Department, the scope and character of which she describes below.

Anyone interested in the study of human nature will find no better chance than in the office of the Social Service Nurse of one of our larger hospitals.

The meaning of the term "social service" or "social welfare" is rather vague, I find, in the minds of many people who wonder just what is included under that title. Social service, as such, has been in existence for many years, but organized Hospital Social Service is of comparatively recent date. The work, in this country, originated in Boston, under Dr. Richard Cabot at the Massachusetts General Hospital, in 1905. One year later Miss Mary E. Wadley opened the first social service office in New York at Bellevue Hospital. There are now social service departments in over thirty hospitals in greater New York.

All of our medical social service workers here are graduate registered nurses, many of them having had an additional social training, so-called, in the School of Philanthropy or the Hospital Economics Course at Teachers College. The essentials for a successful social service nurse, in addition to her technical training, seem to me to be a love of people, a sense of humor, and an abundance of common sense. That is not a scientific classification of essentials, but it does give a working basis.

The Social Welfare office is the human end of the hospital, as distinguished from the purely professional. We are the connecting link between the patient in the ward and his family and friends outside. We try to do all those things which the doctors and nurses are too busy to attend to, things which, trivial to them, may seem of vital importance to the patient. For example, there is of necessity more or less red-tape in a hospital regarding the admission and discharge of patients, and visiting hours; to the poor family on the outside, dependent upon the rather indifferent telephone operator, it seems as though there were a conspiracy to prevent their knowing about the patient. We are their bureau of information. We can always have access to the patient in the ward, can talk to him and also to the doctor or nurse in regard to his condition, and then return to our office with the latest news, a direct message, and the ability to explain the situation to the anxious family.

At Harlem, the hospital is small enough to allow me to make rounds in all the wards every morning. It often takes a long time, as there are mornings when everybody has a grievance or a request. Mrs. Jylepe has no writing paper or stamps and is weeping because no one has sent a message to her daughter to come to see about taking her home. Mrs. Quinn is very irate because the doctor refuses to let her out of bed, despite the fact that she has a gaping wound. Her baby is ill and she can't rest. The promise of an immediate call to find out the condition of the child and to make arrangements for its care, helped to soothe her wounded spirit. In the next bed is a girl of 18, whose lover, so-called, became irritated with her and literally slashed her to pieces. Strange to say, she only longs for an orange or a little ice-cream, permitted by the doctor and easily procured from a nearby shop. In the medical ward is a very attractive Polish girl who has been in this country for five years. Her family are all on the other side, and she has no relatives here. She has had good positions until recently, when she developed tuberculosis and must now give up her work. It is a long process to find a suitable place for her in one of the sanatoria, provide her wardrobe, and see that she gets properly started on the road to recovery. Some patients require just a little attention, as sending a telephone message, or an escort home; but other cases extend over a much longer period. Take Patsy, for example.

Now everyone who knows me knows about Patsy. It was very early in my career at Harlem that the ambulance brought in a little errand-boy who had literally dropped in the street. He had a weak heart, following an attack of scarlet fever, and, to add to his miseries, an attack of rheumatism. For days, he was flat on his back, swathed in bandages and smelling like a wintergreen drop. The big blue eyes always greeted me, as I entered the ward, and the black shock of hair against the pillow made the lad seem even paler than he was. Slowly the joints recovered; and as soon as he could hold them, Patsy begged for a pencil and paper. These were readily procured, and magazines are always kept on hand for our convalescents. Long, happy hours the boy spent in copying pictures, sometimes enlarging the original with a remarkable degree of accuracy. Several members of the Social Service Committee were much interested in his talent and we began to plan what could be done for him. It was quite evident that he couldn't go back to his work as errand-boy, although the firm telephoned several times to get him; but one of the committee had friends in an architect's office and she interested herself to secure a position for Patsy as office-boy there. This she succeeded in doing; but before Patsy could take it, he must be able to be up and strong enough to work. We had kept him at Harlem for three months. He was a great favorite with everyone, the drollest young Irishman you ever knew. From the Hospital, we sent him to a Convalescent Home where he remained for nearly six weeks, and then, as well as he could be with his damaged heart, he came back to work. He

has been at it ever since, two years this coming May. He is well,—as well as he ever will be,—happy, supporting himself and helping his family. We have sent him to one of the Boys' Camps for his summer vacations. He is very good about exercise, for though he loves games and fun, he can't enter in actively. He is the umpire of an uptown ball team and gets much fun out of it. Patsy is a student, always reading, and a constant visitor at the Public Library. He has picked up much useful information and many technical terms used in his office, and he is as proud of any competition won by his firm as though he were personally responsible. We are waiting now for a vacancy in the night school at Cooper Institute, when our boy will start some regular drawing lessons.

There is rarely a week that Patsy fails to report to me either by letter, telephone, or in person. We keep track of his heart, and according to the doctors it is in better condition now than they supposed possible two years ago. Sometimes, when the work is so heavy at the Hospital that I wonder if we really do accomplish anything, I think of my Patsy boy and what social service has meant to him, and I know that it is worth while.

Although Patsy is our prize boy, we have had many other boys to follow and befriend. We get a good chance to know them while they are in the wards, very miserable at first, later convalescing and glad to have the books, cards, and games we can offer. Many a lad has told me his inmost secrets when I have been talking with him day by day. One very interesting youth came to us under an assumed name, as we later discovered. He was of a well-to-do family in the middle West and had run away from home. By working his way and stealing rides, he had finally arrived in New York, the goal of his ambitions. It wasn't so easy to get work and a large salary as he had imagined. Finally, he found himself night cook in a cheap restaurant. I asked him how he learned to cook, and he replied, "Oh, it was all fried eggs and coffee. Any feller could do that!" He was there only a short time when he was taken ill, very ill, and the lad he had been rooming with became frightened and brought him to the hospital. There was an immediate operation, and for several days his life hung in the balance. Many times a day I stopped by his bed and he would just take my hand and hold it tight as though it helped the pain. One morning as I came in, I saw at a glance that he was better, resting quietly, and he greeted me with the merriest smile—very different from the agony of the previous days. We grew very chummy in the days that followed, and he told me all about his home, his family, and how and why he had run away. His people had no idea where he was; and if he had died, they would never have known, as we had no way of identifying him. I finally persuaded him to let me write to his father—his mother was dead—and tell him that the boy was in the hospital. He added a line with a weak and shaking hand, and we mailed it with perturbation. In a very short time, we—for we both shared it—had the



niciest letter from the father, who evidently had a kindly heart under a gruff exterior. He was delighted to find out where his boy was, urged him to come home, and, best of all, sent me the money for his ticket. John's convalescence was a very happy one, and when he was able to travel, we took him in a taxi to the station, settled him in his sleeper, and telegraphed the father to meet him. At last accounts, he was well and working with his father and very happy in his home.

Several boys have been able to secure good positions through our influence, and in almost every case they have made good.

One class of cases that interests me particularly is the "attempted suicides." Very many of them are foreigners, often young girls, not quite well balanced; and at the least provocation, they try to take their own lives. Gas is a favorite method, likewise carbolic; one girl, Katie Obaschka, took ammonia because her mistress didn't like the way she cooked the rice! And, as she also told me, "Mr. Streck made very bad hell." She spoke little English, was very violent in her outbursts, and made a great scene at Court when she thought I was leaving her. We explained the circumstances to the Judge, who dismissed the case in my charge. I sent her to my good friends at the Salvation Army Home. They kept her several months,—one of the officers spoke her language,—and they trained her to do house work; and now she is "living out" with a good mistress who says she is an excellent worker and apparently a very happy girl.

I want to say here that the Judges and all the Court officials are always courteous to us and glad to help us out with our cases; on the other hand, they are glad to have some one to whom they can give these cases, as the city houses of detention and correction are always crowded and often unsuitable.

Another girl, this time an American, had been unhappily married; her husband had deserted her; her baby died; her health was poor; work was not to be found, and it was fearfully hot weather. She pawned her wedding ring for \$1.49 and hired a cheap room for the night. She had no food and had been feeling ill. How it happened she said she never knew, but the gas was turned on and she was brought to us unconscious. For several days she was very ill, and very disconsolate when she found she was going to live. We kept her for some time in the hospital, had her thoroughly examined, tested her eyes and provided glasses to ease the bad headaches she complained of, and finally sent her to the Salvation Army Home. She is now living with a widowed school-teacher who has a little girl. They have a small apartment, and Nita does the work, cares for the baby, and is as rosy, well, and merry as every girl of 19 ought to be.

One little girl of 17 was "disappointed in love," so in a fit of desperation she jumped out of a fifth story window. She was badly hurt physically and suffered tortures mentally. She is still with us but coming on finely, both physically and mentally, and I hope before long to be able to get her



into the open where she will have a chance to try again under happier auspices.

The way our people depend on us and come to us is a great joy, though sometimes rather overpowering. Looking up from my desk one morning, I saw in the doorway the Italian father of one of our families, with a small bundle in each arm. "Good morning, Mr. Denato; what can I do for you?" I asked, for it was some time since we had seen the family. He beamed on me and, preparing to hand me the bundles, said, "My wife, she say we gotta too many the baby. Taka the new ones to Missa John." I thanked him cordially but assured him that I was not the Foundling Asylum. However, I promised if he would take the new babies back to his wife, I would see that a nurse came and looked after them. Another father, whose wife died at Harlem, wanted to go back to Italy and take his two little girls, leaving "the three bada boys" with me! They all come to us. Sometimes, it's the mother to talk over family affairs, or to find out what we think is wrong with Tom or Rosie, or if we might have some sewing to give out, or husband is out of work and the rent is behind. Sometimes, it's the husband or father whose wife is ill, and he wants our advice how to manage, what to do with the children, or to see if we won't get him "a pass," out of visiting hours, to see the sick wife for a minute.

The children are always with us and we send many to Convalescent Homes in the winter, and many more to Fresh Air Homes and Camps in the summer. Last summer, we sent nearly five hundred away, and we hope to do even better next year.

The stories of our babies would fill a volume. We have had two adopted into good homes. Many of them are brought to us weekly for inspection and to be weighed, or to have any changes made in the feeding that the doctor thinks necessary. That gives us a chance to have a little social chat with the mothers and also to give them some few suggestions on baby welfare.

Our home visits are another interesting feature of the work, for many people are entirely different individuals in their own homes from the patients they were in the wards. The variety and scope of our work is almost indefinite and I could go on telling you all sorts of stories; but I wasn't asked to fill all the space in the *QUARTERLY*.

I should like to add, in closing, that anyone wanting to see "how the other half lives," and having any spare time for the purpose, would be most welcome as a volunteer worker in our Social Service Department. We need volunteers, and we need more trained workers, more nurses who have also had college training. It is really a wonderful field for work. There is an ever-changing variety, both in people and in problems, and to anyone who loves his fellow-man, it is, to adopt the phrase of one of my girls, very "soul-satisfyin.' "

## WORK WITH DEPENDENT CHILDREN

ANNE PERRY HINCKS

Miss Hincks is a graduate of 1900. She has been successively a resident of Christodora House in Avenue B, New York, a student at the Boston School of Philanthropy, and since 1911, an investigator for the Boston Society for Care of Girls—the Child Placing Society of whose work she tells in the following article.

Everyone in Massachusetts will tell you that the Old Woman who lived in the Shoe “had so much trouble that she did not know what to do” because she did not adopt the Child Placing system for the large number of children at her disposal, and clung to institutional methods. What is Child Placing? When did it develop? And what does it claim to do? I answer from the experience gained in the organization with which I am most familiar, though the methods are much the same as those employed by other societies of equal standing and by the State in the care of its wards.

Child Placing is the organized plan of placing children in family homes under the care of societies devoted to that specific work. A noted authority on children’s work says, “The child placing movement started as far back at least as the day when Miriam placed Moses in the home of Pharaoh’s daughter. She was very fortunate in her selection and he turned out very well.” It is however the last half of the last century which has seen the most rapid growth of numbers cared for by the Placing Out system, until now the State of Massachusetts and many of the most efficient private societies care for all their dependent children in this way.

Child Placing is based upon the realization that good home life is the finest product of civilization and that the best substitute for the child’s own home is the carefully selected foster home, but to avoid encouraging the temporary or permanent abandonment of children the case of every child should be thoroughly investigated and a carefully deliberated decision made as to the disposition of the child. Very various are the questions to be settled and the family records to be untangled; one of the facts such work brings to light is the appalling casualness with which children are handed about the community. Cases are referred to us by physicians, churches, relatives, or other charitable organizations. Ten cases in our care, chosen at random but consecutive in their dates of admission, are as follows:

1. A girl of 17, referred by her employer, who is anxious about her as she is continually with a crowd of very undesirable boy friends and refuses to be controlled; the girl’s father is dead, her mother has disappeared.

2. A colored girl of 14, referred by a probation officer. Louise knows nothing of her early history except her birthplace and her mother’s name. She has been handed on from one family to another until the fourth brought her into court as wayward.

3. Two little foreigners of 7 and 5, whose mother has just been taken to a consumptives' hospital and whose father is awaiting the arrival of his own mother from his native land.

4. Three children, the oldest 11, whose mother has borne an unsavory reputation for some time and has finally disappeared. The father wishes temporary care for them until he can adjust matters through the courts.

5. A girl of 15, whose mother is dead and whose father disappeared six years ago. She has become too difficult for her elder sisters to handle.

6. Three sisters, the oldest 15, whose father and mother died within three months of each other. The father had no relatives. The mother's many sisters appeared before the authorities and took oath that the mother was an adopted sister and no blood relative; they therefore refused to be responsible for the care of the children.

7. A girl of 16, whose father committed bigamy when he married her mother. His legal wife discovered his second marriage and divorced him, whereupon he married a third woman. Helen's mother was married again, this time to a drinking man, and was in one of the State Institutions for drunkenness when the courts took up the case of Helen on account of her unprotected condition.

8. A girl of 16, whose father and mother were never married. Her father is dead and she has struggled for years to support a drunken and dissolute mother.

9. A child of 2, whose mother, herself a motherless girl of 17, was betrayed by a friend of her father's, a man much respected.

10. A child of 4, whose mother is dead and whose father has already been married to and separated from a second woman.

No home is broken up with poverty for the primary reason, and whenever possible, full or partial support is required from the relatives of the child.

After the child has been accepted comes the choice of a new home. Here the greatest possible care must be exercised. The task is assigned to a visitor whose constant experience in this line makes her increasingly expert in her selections. The applicant for a child fills out a blank containing many questions relative to the various phases of family life, and the visitor discovers by personal observation the standards of the home in regard to sanitation, cleanliness, and general situation. She also learns as much as possible about the general atmosphere dependent upon the intellectual, moral, and religious qualities of the family life. She investigates references given by the applicant and also makes independent enquiries of disinterested people in the community. Three classes of homes are distinguished: the boarding homes for children under fourteen, the school home where a child over fourteen earns her board by work done outside of school hours, and the working home where older girls begin at once to earn wages. The latter homes are particularly valuable for girls in need of some restraint and of learning the decencies of nice living. Two examples of homes refused will aid in showing the standard set for the accepted home.



1. A widow and niece, living in an apartment, Highland Hall, fifth floor. Both were well educated people with excellent references. At one time Highland Hall and its location were considered most desirable, but since the trolley line was built a trolley car terminus has been put up (with stables attached), directly opposite the hall.

It was refused because of the location, and because the investigator found the elevator boy not only untidy in appearance, but inclined to be rather "fresh."

2. A dentist's family of excellent reputation, living in a good part of the city. Four children, youngest a baby, oldest 8. The second youngest a boy of three years, with paralysis of the spine. Mother wanted girl to be largely responsible in taking him out each day and keeping him happy and contented.

This home was refused as the girl's work seemed too depressing, and to imply too much care, especially with three other children in the family.

After the home has been pronounced good comes the decision for which particular child it is good. To illustrate, two little Italian girls who came to us sewed into their clothes for the winter could never be a success or endear themselves in the home of an unmarried retired school-teacher living with her widowed mother and devoted to the best New England traditions.

Adequate supervision is of almost equal importance to the choice of the home. A visitor is responsible for the moral, physical, and spiritual growth of each child. Her work often necessitates a large amount of medical supervision, with visits to oculist, dentist, aurist, mental specialists, and stammerers' clinics. She helps with the shopping and makes frequent visits at the school, and most important of all, gets the child's confidence. She talks with the foster mother, discussing clothes, school, discipline, and all problems connected with the child. Complete and accurate records are kept of everything which concerns each child, dating from the first information gained about her previous history down to each visit paid her and all details of her case. Forty I believe has been given as the ideal number of children for each visitor, but so far, in most organizations, the number is considerably larger.

To return to our friend the old lady of the shoe; her experience illustrates admirably some of the difficulties in the care of dependent children which can be avoided. All being together the bad ones could incite the others to behave as badly as themselves. Thereupon they had to be dealt with by means of a uniform diet and a uniform punishment and a uniform bed hour. But the uniformity and discipline that make a good soldier, ruin a child. In the foster home the joys and sorrows and hardships which a child undergoes are much the same as those that befall a child in its own home, and all play their part in fitting him for the life of a citizen.

In closing let me add a word of warning: if there are any college graduates who are looking for a monotonous occupation empty of all interest, which makes no appeal either to their sympathy or their intelligence, let them avoid this line of work.



# THE PHILADELPHIA BUREAU OF OCCUPATIONS

MARGARET H. STEEN

Miss Steen was graduated in 1908 and is now teaching in an open air school in Philadelphia of which she has charge.

The Philadelphia Bureau of Occupations for Trained Women speaks here to answer a challenge. In the fall of 1911 the New York Intercollegiate Bureau of Occupations closed its article in the *QUARTERLY* with the question, "What city will be the third link in the chain?"

For a year and a half Philadelphia has been that third link,—silent, at least as far as the *QUARTERLY* is concerned, but like some other quiet forces, powerful. The women for whom it has found congenial work, those who through its advice are preparing themselves for future usefulness, and the employers served by it, all attest an efficiency which has been steadily increasing during the months since March 1, 1912.

On that day the Bureau formally opened as the result of the active interest of two college women, Mrs. William R. Smith (Marion Parris, Bryn Mawr) and Miss Vida Hunt Francis (Smith). Through a series of conferences and committee meetings they had awakened members of the Philadelphia Association of Collegiate Alumnae to try to solve the local problem which Boston had answered for itself by the Appointment Bureau of the Women's Educational and Industrial Union, and New York by the Intercollegiate Bureau of Occupations. The Philadelphia Bureau of Occupations for Trained Women embodies, as do the two older agencies, the double ideal of supplying the trained woman with opportunity and the untrained one with guidance.

From the friends of the Bureau were formed two groups, the first an Executive Committee of ten women, and the second an Advisory Council of forty representative men and women of Philadelphia.

For its financial support the Bureau looks to an association of contributing clubs. This association is composed of college alumnae organizations, of the alumnae of normal, high, and private schools and of women's clubs in and near Philadelphia. The members of the Philadelphia Smith Club contribute, of course, but the Bureau has not thus far had any help from the general Alumnae Association of Smith College such as is assured to the New York Bureau for five years.

The Philadelphia Bureau began work on a very modest income and with the small equipment of a manager and an office both on half time and without even a typewriter or a filing case. The charter members were all active workers, fired with enthusiasm and full of faith that if they could but prove that this Bureau were worth while college women would rise to its help. Their faith has indeed been justified in this first year.

The manager and the office are both on full time—as well as a full-time assistant. Files and typewriters are in evidence and the handicap of insufficient office force has been minimized through the generosity of volunteers who give from one to four mornings or afternoons a week. As the work of the Bureau grows, the manager's time is increasingly taken up in interviews with applicants and employers, and the clerical work of the office falls largely on this volunteer committee. They file the information received, attend to some of the correspondence, and collect data concerning occupations and employers. One of the volunteers is an expert stenographer. Other women make their interest count by scout work, sending in to the Bureau information about lines of work with which they are familiar or about the possibilities which some particular section of the country offers. For instance,—one woman who recently visited Atlantic City made it her business to report some opportunities there for trained women. Thus only can the Bureau have at its command the knowledge of conditions necessary for its efficiency and still have its manager available to applicants, since as was once remarked by an Irish orator, "No man can be in two places to wanst, savin' he was a burd." Even in the face of the feminist movement we have to admit the same limitation in our manager.

Thus far over 800 women have registered and over 600 calls have been received from employers. The majority of demands have been for office assistants,—secretaries, stenographers, and bookkeepers; for institutional workers,—matrons, expert housekeepers, and special caretakers; and for social workers. Women who are strong and willing to work are always needed, but when special training is accompanied by tact and forcefulness, large opportunities are open and success assured. Therefore it is often a part of the daily duty of a manager of such a Bureau to point out to women who come for advice, not only where they can get the specific training required but also to suggest the commercial value of self reliance and a pleasing manner.

In order to be of greater use to the college graduate the Bureau has put itself into touch with the local college associations which find employment for undergraduates and alumnae. Through such coöperation a girl, while still in college, may get in line for the type of work which she wishes to do on graduation, or may profit by the experience of those women already in the field in choosing what her work is to be.

The coöperation of the Bureaus in Boston, New York, Philadelphia, and Chicago as well as the information constantly coming from the active work of many Association of Collegiate Alumnae Branches gives a wide opportunity to an applicant. What one city can not offer is often the crying need in another, and so this chain of Bureaus reverses the old adage, for the whole is stronger than any one of its links. The Philadelphia Bureau of Occupations for Trained Women is conscious of its indebtedness to its predecessors in the work and is hopeful of its future value both to them and to the college Bureaus.

## CURRENT ALUMNAE PUBLICATIONS

COMPILED BY NINA E. BROWNE\*

The editors of the *QUARTERLY* will greatly appreciate the coöperation of all the alumnae and non-graduates in making these lists complete. Kindly send any contributions of your own to Nina E. Browne, 44 Pinckney Street, Boston, and notify her of any other current publications which you recognize as the work of Smith alumnae or non-graduates. It is necessary each quarter to send the copy for these lists to the *QUARTERLY* before all of the July, November, February, and April magazines are out, therefore Miss Browne will consider it a favor if alumnae who know that work of theirs is to be published in one of these issues will notify her of the fact, giving the title of the contribution.

**Cutler, Martha H.** 1897. Making your house a home *in* Designer, Oct.

**Daskam, Josephine D.** 1898. (Mrs Bacon) The luck o' Lady Joan. Chic. F. G. Browne.

**Davis, Fannie S.** 1904. The mother *in* Harper's, Oct.—Wind *in* Harper's, Sept.

†**Fassett, Anne M.** 1896. The flowers of Japan hold a fête *in* Vogue, 15 June.

†**Foster, Mary L.** 1891. A comparative study of the metabolism of pneumococcus, streptococcus, bacillus lactis erythrogenes and bacillus anthracoides *in* Journal of Amer. chemical soc. July.—A preliminary study of the biochemical activity of bacillus lactis erythrogenes *in* Jour. of Amer. chem. soc. May.

**Hastings, Mary W.** 1905. (Mrs Bradley) The best man and the bride *in* Ladies world, Sept. *continued*.—A will and a way *in* Woman's home companion, Sept.

**Keyes, Mary W.** 1899. Guardians of wood and fire *in* Home progress, Apr.

May.—Bird wardens of Bamborough *in* Home progress, June, July.—The fairies of Pontefract forest *in* Home progress, Aug. Sept.

†**Lord, Eleanor L.** 1887. What should the bachelor's degree represent? *in* Proceedings of Southern assoc. of college women, 10th annual meeting.

**McAfee, Helen.** 1903. The turkish drama *in* Forum, Aug.

**Ormsbee, Mary R.** 1907. The girl in Europe *in* Leslie's mag. 3 July.

**Phelps, Ruth S.** 1899. The guardian deeps *in* Bellman, 4 Oct.

**Perry, Jennette B.** 1886. (Mrs Lee) The taste of apples. N. Y. Dodd.—† To ———, coming to college *in* Good housekeeping, Sept.

**Ray, Anna C.** 1885. The responsibilities of Buddie. Bost. Little, Brown.

**Read, Marion P.** 1898. Dr. Cornthwaite's mistake *in* American, July.

†**Scudder, Vida D.** 1884. The Muse and the "causes" *in* Survey, 5 July.—What the church can do for socialism *in* Social preparation, July.

\*Notification of omissions or corrections is requested. Copies of the publications are wanted for the Alumnae Collection.

†Already in Collection.



## LET US TALK OF MANY THINGS

### A ROYAL ROAD!

First let me say that as between cultural and vocational training in a real college I stand uncompromisingly on the cultural side. No purely informational course could ever give us enough information to meet every emergency that may ever arise, with the same assurance of success that any course which makes us think cannot avoid giving us. Nevertheless, even the philosopher is not above having in one corner of his library a good encyclopedia, and why should we not have in our curriculum one course that admittedly gives us practical information—a skeletal statement of the problems of municipal and household economics; inspiring lectures by specialists of national reputation; and, most assuredly, an exhaustive bibliography?

I quite agree with Mrs. Skinner in her article in the July *QUARTERLY* that college hours are far too precious to be spent in the laboratory practice of cookery that almost any mother is self-sacrificing enough to permit in vacations. But I do not see how any girl could take all these most excellent courses in the several departments, as suggested by Mrs. Skinner, without carrying at least a twenty-hour schedule, and, I think, too, that college hours are too precious to be spent on the padding that the teachers would be forced to put into most of the courses outlined in order to supply content enough to last out even one semester.

What I advocate is one course that will present the meat of the many courses—presumably a three-hour course throughout the year, to be taken any year except the first. The necessary subjects would be taken in turn. Five lectures and a written lesson on ventilation ought to prepare any girl to manage the windows of a house and to feel her responsibility for fresh air in department stores and factories. Five more and another written would put her far enough on the way to knowing the difference between proteids

and calories so that she would admit and pursue the advantage of knowing how to plan meals as well as to cook them. Two lectures on city planning, two on factory planning, and three or four on house building would fill part of another month, and so on through the year.

The first objection to such a course that we should hear would be that it would require a genius to teach it, and I admit not only that, but that it would require several of them. For in this course the teacher would change with the changing topics. No college could afford to employ specialists of national reputation on full time, but surely a college with a new million dollars of endowment could afford to import specialists for a week or two. A resident member of the faculty might well be told off to work out the syllabus and prepare the bibliography in coöperation with the specialists—imported when the faculty does not afford them and borrowed from the different departments when it does—and to administer the written lessons.

The second objection would be that the girls could never remember all the information that they would receive and that the small residue would be hopelessly confused. The rejoinder is that they would not be expected to remember it since they would have at hand the excellent syllabus and exhaustive bibliography painstakingly prepared for them, to which all through life they could turn. What they could not forget would be the inspiration which had come to them from hearing the words and feeling the personality of the enthusiastic specialists who had spoken.

The third objection would be that the girls would get only a smattering of the different subjects and therefore their minds would have been put to base uses. The answer to this is that a smattering is "slight, superficial knowledge," whereas the pressure upon the lecturers to compress their subject into the least possible space would compel them to discard specialities and get down to fundamentals.



A girl is far less apt to get a superficial knowledge of a problem from three lectures on it by the greatest authority in the country than she is from a full semester's course given by a teacher who had worked up the lessons out of books read the previous summer.

So much for the encyclopedia in the philosopher's library corner.

If to advocate such a course as this is to belittle those courses which teach us to think, to make, as it were, our own bibliographies, far be it from me to press the point. Most of us have found that college taught us where to look for the information we need. If it has taught us, too, to state our problems honestly and clearly to ourselves, perhaps we do not need to spend time on a course like this. But surely there is not one of us who would not rejoice with the college if it might have the priceless privilege of hearing often and so learning to know and follow America's greatest men and women.

GRACE P. FULLER, 1903.

Last June a great many members of the **AN ALUMNAE FIELD DAY** reuning classes who were back early spent several happy hours rejuvenating themselves at Allen Field. As a result of their discovery that they could still wield a cricket bat, make a basket now and then, or even run the length of the hockey field, the idea of an Alumnae Field Day arose in their minds.

The tendency for more alumnae to be back now by Wednesday, Thursday, or at least Friday seems to be growing. Of course the point is to see as many and as much of one's friends as possible during those days. Why would not a Field Day (lasting only about three hours) on Friday or Saturday, serve not only as a means of having a mighty good time with all the fun there would be in it, but also as a means of getting *together* a gathering of alumnae, old and young, in a spirit of most friendly and entertaining intercourse? Who would not enjoy just watching the frantic antics of one's friends on either side of a volley ball net?

This "celebration" could be run off as

an Odd-Even or an Inter-Class Party according to the number and source of the entries. It could perhaps include, besides some of the sports now in vogue at the Field, such events as: A Shorthand Combat, A Bottle Filling Contest, A Race for Husbands, or other matches that would bring out the talents we have developed "in the wide, wide world."

This is merely a suggestion, not a very serious or important one, and open to all the modern improvements.

ANNA PERIT ROCHESTER, 1911.

The editor of the **QUARTERLY** has her trials and one of them has been a questioning regarding the capitalization and punctuation used on the page of "Current Alumnae Publications." It seems only fair, in return for her leniency toward the compiler, to draw upon the real sinner any criticisms that may still be in waiting.

Typography has its fashions as clothes have theirs, though the changes in styles of printing are more gradual and therefore less noticeable. There was a time when spacing, punctuation, or distinction of large or small letters were unused, and words, sentences, and paragraphs were run together as one word. To enable the eye to recognize more quickly words and their relations, there have been evolved our modern forms of spacing, paragraphing, and punctuation. Each printer has his own code, varying in minor details, yet the general trend through the centuries can be clearly seen.

Capitals are not essential, as the title-pages of many books will show. They do, however, make a convenient means of attracting attention, if used sparingly. If used too freely they become obtrusive and less legible than lower case. The usages of capitalization in English have varied. Compare some of the old books, where the pages are crowded with capitals, with the modern book and note the greater legibility of the latter.

Gould Brown says that "Capitals are improper wherever there is not some special rule or reason for their use." The Clarendon press says they "are to be

avoided as much as possible." Similar statements from equally good authorities give us courage to follow the modern tendency. De Vinne says, "In recent French and English books of high merit a new method is in favor for the citations of the titles of books. . . . Capital letters are excluded from all words but those that begin a sentence or are proper names." This practice has been followed in "Current Alumnae Publications."

The rule for capitalizing quoted titles has not yet disappeared from the text books, and is still considered good form. Yet the page under fire, made up entirely of titles, would look like a sign board if printed with capitals. Besides, such lists of titles were not considered in the formulation of the rule for quoted titles.

As to punctuation, there is a variety of practice. The Century dictionary says, "*Open* punctuation, characterized by the avoidance of all pointing not clearly required by the construction, now prevails in the best English usage. In some cases . . . punctuation is wholly omitted." Gould Brown says, "To insert points needlessly is as bad a fault as to omit them when they are requisite."

The compiler has intended to omit punctuation not needed to aid the sense. If any one can cite a case where the sense is obscured for want of a point, a point should have been used. The marks have not been omitted for the sake of omission, nor to offend. Why should not one follow the latest style?

NINA E. BROWNE, 1882.

For five years I have  
**CONCERNING** been helping to furnish  
**"RIGHT** luncheons to 1400 men  
**CHOICE** and women in the busi-  
**FOOD"** ness section of Boston,  
 so that my thoughts  
 have naturally centered much on food,—  
 its variety, preparation, and cost,—particularly the food that can be served at reasonable expense to large numbers of people, not only in public eating places, but in schools, colleges, hospitals, and other institutions.

Our country is at present passing through, not a food famine—as one might

almost believe when reading of the soaring prices of meat and some other food products—but through a food revolution. And, as in other periods of radical change, there is the call for adventurous spirits, bold folk who shall dare to eat kinds of food their mothers and fathers ate not; who shall become as it were, disciples of the Experimental Diet. This may sound simple, but it demands two classes of intelligent, even scientific adventurers; the one, with knowledge and imagination to plan well balanced menus,—menus tempting in seasonable variety and rich in meat substitutes; the other, with an equally scientific appreciation of the ripe olive, the pea, the bean, and the cheese-pot, to which shall be added an enthusiastic willingness to try to make permanent friendships with them.

Where would one more naturally expect to find two such enlightened classes coöperating, than in a woman's college? And yet, as far as I know, it is only at Yale and Wesleyan that there are "cheese squads" and other student groups contributing with their learned and socially-minded professors to valuable food experiments.

In the preparation of food for the hundreds, machinery has come largely to our aid. In our own small food factory, we have fourteen machines run by electricity, all not only labor-saving, but large contributors to uniform results. And the happy day when electric cooking apparatus will be available for all cannot be far away.

Picture then, if you will, as a part of the modern educational equipment of the institutions that prepare to feed the body as well as the mind, a central bakery and kitchen, supplemented by small kitchens in each house of residence. Note its fire-proofness; its large and numerous windows; its up-to-date appliances; its excellent working organization. Let the imagination run riot and paint the college town tea-rooms "functioning" only as social centres, because the college tables are now set with well prepared, wisely selected food that satisfies and nourishes; and because students are understandingly choosing it. Let us have the vision of the college kitchen-laboratory ranking with the athletic

field and the gymnasium, as a recognized health builder, and courses in dietetics becoming popular electives.

Should even a small part of the "collective mind" of Smith dwell upon this picture, and find it good, I humbly ask, now that the Million Dollar Fund is a reality, why not this?

HELEN F. GREENE, 1891.

*Dear College Friends*  
**A LETTER in a far-away homeland:**  
**FROM INDIA**—For the third time

I've been reading over the three articles in the April QUARTERLY and I feel as if I wanted to add a word, though it will be so late that perhaps there will be no point in it. Maybe it is not to the point anyway. Each "old grad" has some notions of her own, each one has certain days or festivities around which the "memory vine" clings ever closer. Monday night of commencement week is one of my shrines—Monday night as it used to be, not as it is now. Monday night as it is now is too lively a scene to connect with a shrine, unless it be a Hindu shrine.

1900's tenth reunion was everything that anyone could ask, and I was there! We felt that all was well with the dear old place, even if our beloved President *was* going to turn over the reins to a young successor. And we all know that it was true,—all *is* well, very well. But Monday night—the night when our '97 member is quite willing to have the "singers relieve their feelings"—that night I went to my room pretty sick at heart.

Do you remember, you older ones,—not "ghosts" or "shadows" but good live members of the alumnae—how we used to close the evening of Ivy Day? Freshman year I made the Glee Club, so ivy night meant to me the last precious hours of that close fellowship of song before our beloved '97 seniors went into the "wide, wide world." Do you remember how, everything growing quiet, the Glee Club gathered on the steps of Music Hall, and with the magic of the "last time" upon us, we went arm in arm singing serenades to all the campus houses, joined and followed by all old Glee Club girls, and many others

who liked to sing, while others in groups of three and four sat about on steps or hung out of the windows to listen. Reluctantly we separated, leaving the campus in silence. It seemed a fitting ending to a day of beauty. Each year of my course made me love that evening better, and in 1901, at our first reunion, I was glad to be one of the "old girls" come back.

In 1910 I was told that Monday night was a lot different now—far more gay than in our time, but I did not realize that it would hold no place for the closing serenade. During the evening I keenly enjoyed the merry-making, but as time went on the fun grew faster and more furious, no Glee Club gathered on Music Hall steps, no peaceful quiet came to close the day. With an unsatisfied, unfinished, lonely feeling I drifted away to our 1900 house, where we talked it over with varying degrees of feeling. One of the customs that some of us had loved best was gone, and for the moment we felt that college was not the same.

All of which means just this—wouldn't a combination be possible of all the merriest and maddest of the fun (in the middle of the evening) with the old-style ending of the day to lend dignity and sweetness at the last, making an appeal both to those who love to romp and to those who love to meditate in peace? There would be no "loud singing" to trouble those who have been bored by the first part, and indeed no necessity to listen even for those who have no love for music. For those who have, the songs of the Glee Club as they wander from house to house would add the last touch of the fairy wand.

So I make my plea for this quieter, sweeter ending of that day of days, that as the night calls friends to the thoughts of separation they may have tranquility in which to realize the closeness of the ties which no years, no absence, no silence can ever break, that old and young alike may feel that

"Now, as of old, communing with his daughters,

God walks among these gardens in the eve."

MARY WHITCOMB CLARK, 1900.





SMITH COLLEGE

AND

NORTHAMPTON

WITH

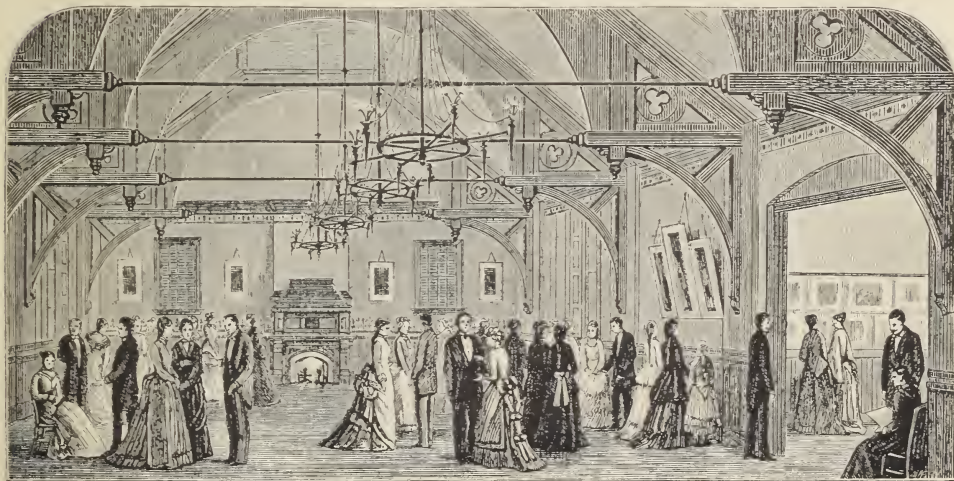
MTS. HOLYOKE AND TOM

IN THE DISTANCE

DEWEY HOUSE

HATFIELD HOUSE

"With the sagacity and unselfish foresight which marked her decisions, Miss Smith determined not to make the college merely subsidiary to her native town but selected for its location Northampton, that famous old town whose beauties have often been remarked. . . . In 1873 Rev. L. Clark Seelye was elected President of Smith College. In the erection of the buildings, his constant and wise supervision, together with the suggestions of a fine artistic taste, aided greatly in producing the happy combination of elegance with fitness for practical uses which mark their construction . . . Regard is had



A RECEPTION IN THE SOCIAL HALL

The three pictures with the text which accompanies them are reprinted by permission of the Century Co. from an article on Smith College in *Scribner's Monthly*, May, 1877. THE QUARTERLY is indebted to Charles Scribners' Sons for their courtesy in allowing these cuts to be made from the one copy which they have on file.



to womanhood, and the mode of life and buildings are adapted to woman's wants and capacities. An effort is made, also, to educate her social faculties, and to preserve and increase the refinement and grace which have ever been considered essential to a cultured woman.

"The trustees determined to inaugurate a new departure with reference to college buildings. Instead of the immense caravansaries, four or five stories high, in which are gathered recitation rooms, kitchen, dining, and sleeping rooms, it was determined, in order to realize both an academic and a home life, to erect one central building for strictly collegiate purposes, and to group around it smaller dwelling houses which should furnish homes for the students. These residences were to accommodate about twenty-five students, and at the head of each household there was to be a lady who should sustain to it a relation similar to that which a lady in an ordinary home holds to her own family. She should preside over it and give direction to its social and domestic life . . . The lady teachers might also live in these different families and by their society and influence contribute to the general welfare and interest. The beneficial effects of the home-like life are very apparent both in the health and manners of the students. . . . Personal peculiarities can also thus be more satisfactorily studied, and refining influences more successfully exerted. Instead of formal lectures on decorum and social proprieties, the aim is, through the natural daily intercourse of a well ordered family, to develop the best social characteristics. In these different homes the young ladies receive their friends, enjoy their games and festivities and their smaller sociables from time to time . . . Instead of being shut up entirely to their own society, they are thus made acquainted with intelligent and refined people of many different classes.

"The private rooms of the young ladies are designed to suit different tastes; . . . all are well ventilated and comfortably furnished.

"The style of the main building is secular Gothic. It is built of brick, trimmed with stone, and the interior is elegantly finished in unpainted native woods. On the lower floor are the recitation, reading, and dressing rooms. A large well-furnished laboratory is finely arranged in a single story, sufficiently disconnected from the main building to prevent any annoyance from gases.

"On the second floor there are the large social hall, cabinets, an art gallery . . . The social hall, also used as a chapel, affords a striking combination of elegant architecture and beauty of finish. The art gallery, even unfinished, would delight the eye of an artist. . . ."



INTERIOR OF STUDY ROOM

This room belonged to Miss Mary Whiton and Mrs. Kate Morris Cone. Mrs. Cone writes: "Our quarters were the best in the Dewey House because of the size of the sitting room, and we had a fire place with a fire in it sometimes. The bookcase and the wooden idol on top were Miss Whiton's and may still be seen, I think, at Miss Bangs' and Miss Whiton's School. The owl was mine, also the little cabinet. The oval picture beside it was of Mr. Cone, to whom I was engaged at that early date. Though the figures in the picture are queer enough (they are not drawn from life), they suggest fairly well the way we looked—long skirts that always had to be held up, and overskirts. We wore black a good deal—best black silks!"

# NEWS FROM NORTHAMPTON

## THE MILLION DOLLAR FUND

This is the last time that this particular \$1,000,000 fund will appear in print. The tables represent the final figures and the total was announced by President Burton in chapel, October 14.

General Education Board	\$200,000.00
Alumnae.....	254,386.80
Students.....	32,388.97
Friends.....	565,124.94
Total.....	\$1,051,900.71

## CONTRIBUTIONS BY CLASSES

1879.....	\$305.00
1880.....	116.00
1881.....	772.00
1882.....	3,052.41
1883.....	6,650.00
1884.....	2,156.50
1885.....	2,172.60
1886.....	730.00
1887.....	7,940.56
1888.....	1,560.15
1889.....	1,973.10
1890.....	2,855.00
1891.....	2,859.30
1892.....	3,462.61
1893.....	1,998.10
1894.....	3,551.75
1895.....	6,556.55
1896.....	8,564.03
1897.....	8,667.19
1898.....	4,481.13
1899.....	5,311.33
1900.....	12,350.52
1901.....	7,059.65
1902.....	8,860.61
1903.....	6,177.18
1904.....	22,409.36
1905.....	10,119.00
1906.....	6,801.04
1907.....	6,371.39
1908.....	18,140.65
1909.....	6,049.34
1910.....	15,908.61
1911.....	23,315.17
1912.....	21,337.77
1913.....	10,527.00
Non graduates.....	325.00
Alumnae Clubs, etc.....	13,426.20
	\$264,913.80
1914.....	9,719.35
1915.....	4,734.10
1916.....	3,772.00
Students' Mite.....	3,636.52
Total.....	\$286,775.77

It will be of interest to the alumnae to know that President Seelye and Mrs. Seelye were peculiarly happy during this last summer to have gathered about them on one little island on the coast of Maine their complete family, twenty-five in number. Their five children's families are scattered in different cities during the greater part of the year, but for a longer or shorter time in the summer they come to Little Cranberry. On one fair August Sunday the entire tribe sat down to dinner under one roof. Afterwards, out among the tall spruce trees a photograph of the group was taken to commemorate the occasion. The thirteen grandchildren ranged in ages from seventeen years to eight months. The picture is called a Prelude to the Golden Wedding, which will be celebrated in Northampton by the grown-ups of the family in November.

## THE BULLETIN BOARD

**VESPERS**—The Vesper speakers so far this year have been President Burton, Professor Irving Wood, and Reverend Harry P. Dewey of Minneapolis. Professor Tyler led the Chapel exercises on Saturday, October 4.

**CONCERTS**—An unusually attractive Concert Course has been announced for the coming year: October 15, The Boston Symphony Orchestra; November 5, Mme. Louise Homer; December 3, The Hoffman String Quartet; January 14, Fritz Kreisler, Violinist; February 16, The New York Philharmonic Orchestra with Mischa Elman, Soloist; March 18, Mme. Teresa Carreña, Pianist.

The house is entirely sold out and over one hundred orders have been left unfilled. A limited amount of standing room will be sold on the night of each concert. The scale of prices for the entire course is \$5, \$4, and \$3.

The Oratorio was so successful last year that in December the Smith College choir in connection with the Amherst College chorus will present Handel's Oratorio,

"The Messiah." The orchestra will consist of members of the Smith College Orchestra, the Amherst College Orchestra, and professional players from Boston.

The Wednesday afternoon recitals by the members of the music faculty are being continued this year. An organ recital has been given by Mr. Wilson T. Moog assisted by Miss Esther Dale, and a piano recital by Miss Blanche Goode.

**LECTURES**—An unusually long list of interesting and important lecturers and Vesper speakers is announced for this fall. Among them will be Alfred Noyes, Bertrand Russell, of Cambridge, England; Dr. Hastings Rashdall, of Oxford, England; Canon Hamiy (George A. Birmingham); Booker T. Washington, Dr. Grenfell, and on February 22, William Howard Taft. Mr. George Cable lectured on October 16.

**FACULTY NOTES**—Dean Comstock represented the college at the inauguration of the new president of Wells College, Kerr Duncan Macmillan, on October 17.

Mrs. Jenette Lee has resigned from the English Department. She is to devote her entire time to writing. We quote from an editorial which appeared in the *Weekly*:

Mrs. Lee has had so long and so far-reaching an influence over the "in college" and "after college" life of Smith students that it is hard for those of us who at best have come in touch with her point of view for the brief space of a year and a summer, adequately to testify to the abiding nature of that influence. But no one could fail to appreciate Mrs. Lee's method in the class room. We were set to study "Power in Literature." With what insight the appeal was made that we start from our own experience and work out our principles! A question here and there to help the course of the discussion in a general forward direction, a marvelous patience to listen to our stumbling queries and suggestions, an arrival by this method of induction at a principle which we claimed with cheerful pride as ours! Perhaps Mrs. Lee smiled as she thought of the more classic ownership of that particular bit of truth, but she knew the abiding value of the cheerful pride which made the principle a permanent rather than a transitory possession of the student. We could not fail to appreciate the patience which made such class discussions possible. Yet we realized that Mrs. Lee was the most severe critic of the proffered thought inadequately

followed to its conclusion, of the proffered experience half experienced.

An alumna in speaking of Mrs. Lee said the other day, "By my third year in college I had studied greedily for knowledge till I had fallen into a disillusioned state that was paradoxically blind. My roommate told me that after a year of work with Mrs. Lee I had learned 'how to be happy though educated.'" The roommate's humorous and insufficient tribute but suggests the idealism every student has felt as the key-note of Mrs. Lee's personality—and which we shall feel again in her books.

Henry Noble MacCracken, Ph. D., has been appointed full professor in English. Dr. MacCracken is the son of ex-Chancellor MacCracken of New York University. He received his B. A. degree in 1900 and his M. A. in 1904 at New York University. He was a graduate student at Harvard University for three years, receiving a Ph. D. degree in 1907. From 1900 to 1903 he was an instructor in the Syrian Protestant College at Beirut. He was an instructor at Simmons College in 1905-6. At the conclusion of his work as a graduate student at Harvard he was appointed John Harvard fellow and went to Oxford for further study. He was called to Yale where he has served in the Sheffield Scientific School as instructor and since 1910 as assistant professor in English. Professor MacCracken has written "The Serpent of Division," "A Roundel with Ballades," and is joint author of "An Introduction to Shakespeare" and "English Composition in Theory and Practice." He also contributes to the *Nation*.

He is offering a course in modern drama and one in the history of criticism.

Professor Albert Schinz, Ph. D., has been appointed full professor and head of the department of French language and literature. Professor Schinz was born at Neuchâtel, Switzerland. He received the degree of A. B. in 1888 and A. M. in 1889 at the University of Neuchâtel. He was a student at the University of Berlin in 1892-3. He received the degree of Ph. D. at Tubingen in 1894. He was at the University of Paris from 1894-6. He was an officer d'Académie in 1906. He was an instructor in philosophy at the University of Neuchâtel in 1896-7. He attended Clark



University in 1897-8. He was instructor in French at the University of Minnesota, 1898-9. For the past fourteen years he has been professor of French literature at Bryn Mawr and head of the department of Romance Languages. He is the author of "Anti-Pragmatism, or Intellectual Aristocracy versus Social Democracy," and "J. J. Rousseau, a Forerunner of Pragmatism." He contributes to scientific reviews, magazines, and papers.

Two articles by Professor Schinz have appeared in October magazines. The first entitled "Walt Whitman, a World Poet?" is in *Lippincott's Magazine*, and the second, "Difference Between the Work of the High School, College, and Graduate School," is in the *Educational Review*. This latter is an address delivered before the convention of College French Professors in New York.

Miss Blanche Goode will serve as instructor in piano during the absence of Miss Bates on her sabbatical year. For two years Miss Goode studied with Leschetizky. She has also studied with Marguerite Melville, Frank LaForge, Alexander Lambert, Edgar Stillman Kelley, Rubin Goldmark, and Eric Wolf. In addition she has had three years' experience teaching in New York, chiefly as assistant to Alexander Lambert.

Mr. Olmsted will be absent during the first semester and Mrs. Gertrude Damon Fothergill has been secured as vocal teacher in the Music Department.

Miss Adelaide Crapsey, of the English Department, is absent on account of illness.

Professor Elizabeth Kemper Adams, Ph. D., of the Department of Education, has prepared for the Association of Collegiate Alumnae, a bulletin entitled, "Vocational Training, a List of Institutions Training Educated Women for Occupations other than Teaching."

Colleges, schools, libraries, schools of philanthropy, bureaus of occupations, and many other organizations will find in the list information for which they are frequently asked and which up to this time it has been difficult to secure without inconvenience and delay. It has been said that this Bulletin is valuable not only

as showing where training can be obtained but also as showing what a woman's trained mind can do in collecting and arranging so scientifically and beautifully this great mass of hitherto uncorrelated material.

Miss Hopkins of the Department of Astronomy spent six weeks of the summer vacation at Yerkes Observatory, Williams Bay, Wis., measuring parallax plates taken with the forty inch refractor. These measurements will be used as the basis for a study of proper motions in the field of 61 Cygni.

Observations of Comet a 1912 (Gale) made with the eleven inch equatorial at Smith College Observatory on twenty nights in October-November 1912 by Professor Harriet Bigelow of the Department of Astronomy, are published in the *Astronomical Journal*, September 29.

Under the leadership of Professor Gardiner, a graduate seminary course on Hegel's "Phänomenologies des Geistes" will be conducted every Tuesday afternoon at four o'clock in the Seminar Room.

Doctor Holzwarth, of the German Department, will represent Smith College at the inauguration of George Leslie Omoake as the new president of Ursinus College, Collegeville, Pa.

A book and two articles by F. Stuart Chapin of the Department of Economics and Sociology have recently appeared. The book is "Social Evolution." The articles are in the *Independent* for May and July.

Miss Heine and Miss Gregory of the Geology Department attended the session of the International Geological Congress at Toronto this summer.

The Departments of Hygiene and of Physical Education have been amalgamated into one department of which Dr. Florence Gilman is head. Dr. Gilman will no longer practice medicine independently in the town but will reside in the college and give her entire time to the practice of preventive medicine with the teaching of efficient living. She will hold frequent office hours for consultation and advice and recommend a town physician when treatment is necessary. Dr. Gilman spent last year at Miss Homan's School in Wel-



lesley where she fitted herself to become a teacher of physical education. Miss Rossiter is Director of Gymnastics. [The QUARTERLY hopes to publish in February an article which shall discuss at length the very important place which the Department of Hygiene and Physical Education is to occupy in the life and health of the college. EDITOR'S NOTE.]

THE TREASURER'S OFFICE has been suitably fitted up in College Hall, so that the administrative force of the college is now centralized in College Hall.

#### UNDERGRADUATE NEWS AND ELECTIONS

FALL REGISTRATION—The following is the registration as accurately as it was possible to give it on October 14: seniors, 323; juniors, 326; sophomores, 367; freshmen, 508; graduate students, 25. Total, 1549.

Class of 1914—The class officers were elected last June. They are: president, Mary Tolman; vice-president, Marguerite Krusen; secretary, Amy Ellis; treasurer, Elizabeth Zimmerman. The president of the Council for the coming year is Margaret Ashley, 1914, and the other senior members are Edith Bennett and Anna Coleman. Frances Hooper has been elected class historian.

SENIOR DRAMATICS—"The Tempest" has been chosen for senior dramatics. The class has elected the following heads of committees: General Chairman of Dramatics, Katharine Knight; Advisory Member, Lucretia Thomas; Business Manager, Ila Miller; Music Committee, Sophie Pratt; Costume Committee, Grace Middleton; Scenery Committee, Dorothy Spencer; Stage Manager, Anna Pillsbury; Senior Pin Committee, Blanche Hixon; Committee to choose Commencement Orator, Florence McConnell. The class book will be dedicated to President Burton.

Class of 1915—president, Dorothy Quincy Adams; vice-president, Maud M. Clement; secretary, Annie Preston Bridgers; treasurer, Gertrude Mary Pomeroy. Marion Swift Park will be Chairman of Prom.

Class of 1916—president, Frances Hall; vice-president, Eleanor Adams; secre-

tary, Helen Fernald; treasurer, Mary McMillen.

Class of 1917—Margaret Ashley, President of the Council, presided at the meeting of 1917 on October 8.

This year two students received marks of equal excellence, and so it was decided to divide the annual prize of \$200, offered to the member of the entering class who passes her entrance examinations with the highest average, between them and "give each of them all of the honor." The two students are Louise Hompe of Auburn, N. Y. and Louise Lange of Hartford, Conn. Both are graduates of the high schools in their home cities.

The *Smith College Weekly* has made the following new appointments to its board: Managing Editor, Madeleine Brydon, 1914; Assistant News Editor, Sallie Smith, 1915; Assistant Managing Editor, Elizabeth Clarke, 1916.

The Alpha Society has taken in the following new members from the senior class: Nadjy Rost, Dorothy Whitehead, Dorothy Schofield, Ila Miller, Georgiana Owsley.

The Phi Kappa Psi Society has taken in the following new members from the senior class: Madeleine Rindge, Madeleine Brydon, Harriet Prutsman, Anna Pillsbury, Mary Fay.

COUNCIL NOTES—At the regular Council meeting on September 23, the extravagant sending of flowers as congratulations upon every occasion was discussed and disapproved. It was decided to request the presidents of Alpha and Phi Kappa Psi to discourage this custom as far as possible in the societies.

At the regular meeting of the Council on Tuesday, September 30, it was officially reported that the senior privilege of last year is to remain the same for the present senior class, but is not to be extended to the junior class. All absences must be reported to Miss Eastman who may limit their time or entirely withhold the privilege if she sees fit.

In response to a request from President Burton, the plan of having the vesper service begin at 4.45 instead of 5.00 o'clock was approved. This does not mean that in general the service will be fifteen minutes

longer, but it will enable prominent men, with an inspiring message, to have a more gracious time for their address than the usual brief limit of twenty minutes.

**THE NORTHAMPTON PLAYERS**—The Northampton Players were greeted by an enthusiastic audience at their opening performance, October 6, in "The Liars." President Burton spoke a few words before the play. The new curtain representing a view of Paradise with the mill tower in the background occasioned much applause.

An article about the new Biological Hall will appear in a later issue.

### THE ALUMNAE GYMNASIUM

The improvements in the alumnae gymnasium have made it possible to carry on all the gymnastic work in one building and discontinue the use of the old gymnasium. At one end of the main floor of the gymnasium, back of the stage, a partition has been taken out, making a room in which the medical gymnastic classes for corrective work will be held. The basement has been fitted up with forty-two showers which work automatically, in addition to six individual ones. The new dressing rooms, ninety-six in number, are provided with mirrors and little shelves. There are one thousand and six movable lockers, so that each student may have her own.

### THE HILLYER ART GALLERY

During the summer the ground floor of the Hillyer Art Gallery has been most effectively rearranged and redecorated by Guterman and Co. of Springfield, under Professor Churchill's direction. The vestibule has been made a cool greenish-gray, with the oak woodwork stained dark, which not only makes a most effective background for the pictures on its walls, but makes possible the use of warmer tones in the adjacent cast rooms.

The ceilings of these adjoining rooms are in old ivory, the walls in a warmer tint closely approaching the terra-cotta in the original Greek vase over the fire-place in the first room. This warm note has been repeated in the floors which have been scraped to their natural color.

Professor Churchill has employed a most effective device in the tinting of the walls, whereby the gallery has gained greatly

from both the utilitarian and aesthetic stand-points. Wherever there was an abundance of light, the wall tints were cooled, while in the dark corners, they were warmed and lightened. The result is that one-fourth the wall space which was formerly lost because of lack of light has been redeemed, and the entire gallery perceptibly brightened so as to give the impression that a number of new windows have been cut. It has been done with such skill that although the wall-coloring varies widely at different points, it is so well balanced with the light as to give an effect of uniform tint. A number of the columns or architectural pieces which were formerly white have been tinted in tones of old ivory to blend with the color scheme.

The casts have been arranged in a general chronological order, with but an occasional exception. This renders the material much more available to classes, and a plan of the main floor on the table in the Egyptian room facilitates the location of each period. The casts have been interspersed with photographs and prints illustrative of the various forms of art and architecture of the times, and as the casts are of necessity reproductions, Professor Churchill has generously varied them with a number of originals loaned from his own private collection.

The small studio in Graham Hall has also been redecorated in tones of grey, admirably adapted to paintings. It will be used for a series of loan exhibitions of prints, paintings, and so forth. The first of these will be in November, an exhibition of American paintings to be announced later.

The contributions of the Hillyer Gallery to the Buffalo Fine Arts Exhibit held recently received the highest commendation from the Albright Gallery which conducts this exhibition. One of them was chosen for the frontispiece of the exhibition catalogue, and appeared again in their more ambitious publication, "Academy Notes." Professor Churchill's "The Burnt Wharf" was particularly admired, and the Chicago Art Institute has requested it for their Annual Exhibition.

MARGARET E. BAYLISS.

## THE NOTE ROOM

They are here again, bag and baggage, hats and rubbers (let us hope, for Miss Maltby's sake), and to an alumna of three months' standing they seem just about the most desirable flock of girls on the face of the earth. The incoming freshman class is unusually large and lively, so that even the staff of the Dean's office is too weary to pass on its amusing experiences. Moreover, the newcomers seem distinctly cheerful, although pelted by such a steady drizzle ever since they arrived that one poor little freshman was heard to remark that it did seem to her that college had been nothing but one big raindrop ever since she got there. And indeed they do already look as if they grew in their slickers. A much larger proportion than usual of the freshmen are living on campus, as a fourth of all the vacancies were given to them. The scheme seems to be working very well, much to the chagrin of certain upper-class girls who were wont to murmur last spring, as they turned away from the office without an assignment, "Well, the campus will go to smash if they insist on filling it up with freshmen."

It is always interesting to watch the juniors and seniors domesticate themselves in the invitation houses, for upon their attitude and example the success of the year largely depends. They came back quite early this fall and began to settle their houses and purchase a stock of pickles and jellies, quite as if they were newly married and just setting up house-keeping,—only, alas! they had to buy their own wedding-presents. As far as "rushing" is concerned, the freshmen are being let severely alone. The upper classes have grown very good about this in the last few years.

The Council is making a vigorous effort to stamp out one of the obvious evils of college life—the extravagant and meaningless sending of flowers. So much is said about it in class meetings, in the *Weekly*, and in ordinary conversation that the campaign is likely to be effective. A recent editorial says:

... So prevalent has the flower-sending habit become that it is no longer practiced only among close friends but among ac-

quaintances as well. The result is that many people come to feel that this is the only way of expressing good wishes, and particularly benevolent people who are well-wishers to many at the same time, find themselves in a situation which strains the average college pocket-book quite unnecessarily. For by sending flowers promiscuously, as a matter of course, and with hardly a thought of their meaning, one is very likely to lose the whole point of the offering. What is the use of a college education if in gaining it we lose sight of such fundamental principles of intercourse as "the gift without the giver is bare?" And how much more of ourselves can we put into a thoughtful note of congratulation, or a call, or the careful selection of a book or some smaller gift, than in a matter-of-course, stereotyped trip or telephone call to the florist's? The happy recipient of a multitude of flowery congratulations may find herself in a position of somewhat doubtful delight. She may have longed to have one beautiful rose always standing in the vase on her desk; something may suddenly occur to bring forth a shower of elaborate floral creations; here is her room more blooming than a conservatory, and after a few days she is left again with an empty vase on her desk. With so many flowers at once, none of them can be fully appreciated and so they are only half enjoyed. . . . If need be, let the pendulum swing too far towards simplicity this year. It would help to gain an equilibrium for future classes. The situation as it now exists needs to be taken firmly in hand. It cannot be conquered without an effort. How much are we willing to do? Let us prove it.

Another interesting evidence of the spirit of the times is the enthusiastic support of the Christian Association. The membership records are not yet complete, but attendance at the regular meetings has been surprisingly large. On several occasions, the audience has numbered over four hundred.

Along academic lines, a big wave of interest has been aroused by Dr. MacCracken's course on the drama. After a dose of Shaw, Ricky-Ticky-Tavy has become a popular term of endearment in the scholastic circle.

An interesting petition has been drawn up by a large group of students to be presented to the Faculty Committee on non-departmental clubs, of which the Dean is chairman. We quote the petition:

We, the undersigned, do petition to be permitted to form a Woman's Suf-



frage Club, composed of members of the junior and senior classes at Smith College. Our reason for this request is, that since Smith College aims toward developing broad-minded, educated women, the students of the college should take a definite interest in a problem which is of such world-wide social and economic importance.

The petition was presented to members of the two upper classes to be signed and over one hundred and fifty signatures were secured.

There are a few material changes in the campus, all of which are improvements. The moment one enters the gate, the eye is dazzled by the myriads of shiny screens which protect the mighty student from annoyance and danger.

No more June-bugs, no more flies!  
Just see what our money buys!

Albright and Chapin Houses have acquired a most dressed-up appearance by having their pillars and other external ornaments painted white.

Instead of the long grassy stretch to the fountain, with Paradise in the distance, to greet our view on our return, we were surprised to find the back campus the busiest of places, with workmen, horses, and wagons everywhere. Ground has been broken for the new Biological Hall, and the statue is almost hidden behind piles of dirt and gravel. The visions we have of the new building when completed, however, cheer us up when we think of the loss of one of the few remaining open spaces on campus, but the juniors are in despair when they think of Prom time, for where will they "Promenade!"

And to the many who in years past have loved Paradise, it will be a crushing disillusionment to know that Paradise was drained and many fish were found upon the mud. A Paradise for a fish story perhaps, but not for us.

The basement of the gymnasium has certainly been transformed. At first sight it seems almost necessary to have a guide to pilot one around the labyrinth of shining new white dressing-rooms, lockers, and showers. So much white paint makes the place look not only much more attractive than formerly but also much more spacious.

Horticulturally, the campus is in beautiful autumn array; and its occupants are a happy lot, as they surely ought to be. The freshmen have been addressed by the heads of all the various organizations, and are now passing through the usual stage of rhapsody about President Burton's speech, the Council President's suit, and so forth and so forth. They wander about, humming the frolic song:

Why did I come to Hamp?  
Feel so sort of stranded—  
My spirits have been damp  
Ever since I landed.  
Seems as though the weather  
And I were sad together.

But if they really meant it, they wouldn't hum it. So, on the whole, there is every reason to suppose that this year will be the best in the history of Smith College.—Oh no, not the *best*, for that would be impossible without the class of 1913 and 1912 and . . . . . and 1879.

S. S.

## THE ALUMNAE ASSOCIATION

The Alumnae Association in June assumed permanent financial responsibility for the ALUMNAE QUARTERLY and appointed the General Secretary of the association, the Manager of the QUARTERLY, thus consolidating the two offices. This action emphasized the identity of the interests of the association and the QUARTERLY. The ALUMNAE QUARTERLY is the official organ of the association and is, therefore, used as such for notices,

explanations, and discussions in greater detail and with less formality and brevity than is possible in the communications regularly mailed to each member of the association. In the pages of the QUARTERLY the executive committee in the long intervals between the annual meetings, is able to inform the members of the association of its work and that of other committees. It is the policy of the association to have one member of the execu-



tive committee on the QUARTERLY board. At present Miss Fuller is that member.

ALICE TULLIS LORD PARSONS,  
*President of the Alumnae Association of  
Smith College.*

The General Secretary of the association, Miss Florence Homer Snow, will be glad to coöperate with the officers and committees of local clubs in securing members of the faculty as guests and speakers.

### ALUMNAE FUND

Following the adoption of the Council's recommendation for the establishment of a permanent alumnae fund, in June, 1912, a committee of five, of which the treasurer of the association is one, called the Alumnae Fund Committee was appointed. The members of the committee are as follows:

	Term ending
Miss Mary A. Van Kleeck, 1904.....	1918
Miss Grace P. Fuller, 1903 .....	1917
Mrs. Marion Felt Sargent, 1907.....	1916
.....	1915
Mrs. Eleanor Cutler Daggett, 1892..	1914

In accordance with the adoption of the Council's recommendation that a committee be appointed to consider the question of a traveling secretary for the Alumnae Association, the following members of the association are acting as such a committee:

Mrs. Ruth Bowles Baldwin, 1887  
Miss Anne W. Safford, 1892  
Mrs. Alice Lord Parsons, 1897  
Miss Elizabeth F. Whitney, 1900  
Miss Grace P. Fuller, 1903

### AFFILIATION WITH A. C. A.

At the June meeting of the Alumnae Association it was voted that the association affiliate with the Association of Collegiate Alumnae for five years. The fee of \$750 necessary for the affiliation has been pledged by individuals, the Alumnae Association being thereby relieved of financial responsibility.

The purpose of the A. C. A. in asking alumnae associations to affiliate, and the benefit to be obtained from such affiliation, will be explained in full in the February QUARTERLY. Meanwhile it may be

said that the Alumnae Association is entitled to representation, in proportion to its numbers, by councillors and delegates "who shall be duly elected," on various conferences and committees of the A. C. A. Provision for such elections has not yet been made.

### LIST OF ELECTORS FOR ALUMNAE TRUSTEES

	TERM ENDS
<b>BOSTON—</b>	
Emma E. Porter, 1897.....	1915
Abigail C. Howes, 1886.....	1917
Mrs. Katherine Haven Upton, 1892.....	1919
<b>BUFFALO—</b>	
Mrs. Eleanor Hotchkiss Potter, 1901....	1915
Louise Michael, 1912.....	1917
Mrs. Elizabeth Seabury Guthrie, 1890....	1919
<b>CHICAGO—</b>	
Elizabeth Hurlbut, 1895.....	1915
Mrs. Charlotte Emerson Hitchcock, 1895	1917
Anna R. Haire, 1883.....	1919
<b>CINCINNATI—</b>	
Mrs. Lucia Wheeler Hall, 1889.....	1915
Ethel S. Thalheimer, 1902.....	1917
Caroline A. Bryant, 1895.....	1919
<b>CLEVELAND—</b>	
Elizabeth L. Mansfield, 1894.....	1915
Mrs. Maud Kinsley Findley, 1895.....	1917
Julia Miller, 1911.....	1919
<b>COLORADO—</b>	
Mrs. Agnes Slocum Biscoe, 1900.....	1915
Jeanne H. Perry, 1909.....	1917
Mary S. Sabin, 1891.....	1919
<b>FITCHBURG—</b>	
Margaret C. Rice, 1908.....	1915
Beatrice Lyons, 1910.....	1917
Mrs. Marion Conant Damon, 1903.....	1919
<b>HARTFORD—</b>	
Mrs. Alice Warner Hamilton, 1903.....	1915
Mrs. Dorothy Davis Goodwin, 1907.....	1917
Mrs. Alice Raymond Biram, 1906.....	1919
<b>INDIANA—</b>	
Marie S. Zulich, 1911.....	1915
Anne Fraser, 1899.....	1917
Mrs. Affa Miner Tuttle, 1881 <i>resigned</i> ....	1919
<b>NEW HAVEN—</b>	
Lois Robinson, 1909.....	1915
Ethel M. Gower, 1898.....	1917
Mrs. Edla Stout Steele, 1902.....	1919
<b>NEW YORK—</b>	
Mrs. Eva Hills Eastman, 1896.....	1915
Mrs. Sarah Sanderson Vanderbilt, 1900....	1917
Isabel Norton, 1903.....	1919
<b>PHILADELPHIA—</b>	
Vida Hunt Francis, 1892.....	1915
Jane B. Provost, 1908.....	1917
Helen McF. O'Neill, 1896.....	1919
<b>PITTSBURGH—</b>	
Mrs. Jeannette Fowler Geer, 1896.....	1915
Jane M. Kerr, 1901.....	1917
Alma E. Roberts, 1906.....	1919
<b>RHODE ISLAND—</b>	
Mrs. Laura Sawin Tilley, 1891.....	1915
Mrs. Marjorie Comstock Hart, 1907....	1917
Edith Thornton, 1910.....	1919
<b>ROCHESTER—</b>	
Susan E. Taylor, 1910.....	1915
Anna D. Smith, 1910.....	1917
Helen Newell, 1910.....	1919
<b>ST. LOUIS—</b>	
Edith E. Souther, 1902.....	
.....	
.....	

## TERM ENDS

ST. PAUL AND MINNEAPOLIS—	
Caroline S. Austin, 1888.....	1913
Mrs. Margaret Welles Pierson, 1902.....	1915
Mrs. Helen Janney Case, 1900.....	1917
SEATTLE—	
Martha Grace Lane, 1904.....	1915
Mrs. Hilda Schricker Swift, 1907.....	1917
Mrs. Florence Curtis Harrah, 1910.....	1919
SOUTHERN CALIFORNIA—	
Eleanor Bissell, 1897.....	1915
Mrs. Maude Carpenter Murphy, 1896.....	1917
Mrs. Minnie Barton Foote, 1888.....	1919
SYRACUSE—	
Mrs. Caroline Snow Merrell, 1896.....	1915
.....	1917
Mrs. Kate Dunn Spalding, 1884.....	1919
WASHINGTON, D. C.—	
Mrs. Laura Puffer Morgan, 1895.....	1915
Mabel Grandin, 1909.....	1917
Eunice Wead, 1902.....	1919
WESTERN MASSACHUSETTS—	
Mrs. Annie Mead Hammond, 1904.....	1915
Grace T. Lyon, 1897.....	1917
Mary Eastman, 1886.....	1919
WINCHESTER—	
Mrs. Louise Aldrich Rich, 1885.....	1915
Mrs. Elizabeth Redfern Dennett, 1897.....	1917
Mrs. Edith Kimball Metcalf, 1898.....	1919
WORCESTER—	
Alice L. Childs, 1896.....	1915
Bertha C. Sumner, 1901.....	1917
Mrs. Anne Barrows Seelye, 1897.....	1919

## LOCAL CLUBS

SMITH CLUB OF JAPAN—On August 23 six alumnae gathered under the trees in a grove near a summer cottage in Karuizawa, and flavored their tea and cake with informal chatting over all the latest news from college. The welcome guest of the occasion was Irma Talmage, 1905, from Tsinghua College, Peking. The others present were all Japan standbys: Clara Converse, 1883, Annie Foster Murray, 1900, Charlotte DeForest, 1901, Florence Rumsey, 1903, and Louise DeForest, 1907. A telegram, "Banzai for Smith!" was received from Clara Loomis, 1900, in Yokohama, after which what could have been more appropriate than her reelection as vice-president of the club? The president, Miss Converse, also suffered reelection; the secretary-treasurership merely underwent a shift within family limits.

The club does not yet enjoy the dignity of being a branch of the Alumnae Association. Its function is therefore mainly a social one, exercised annually, the members being scattered during the year over six hundred miles of territory. This year the club rejoiced with the great host over the completion of the Million-Dollar

Fund, re-lived the joys of commencement through a letter from a member of the class of 1883 to its representative in Japan, and took account of its absent members. Two have left Japan since the last reunion: Miriam Myers Westerman, 1908 and Lucie Tower Chandler, 1905. Florence Brooks Cobb, 1900 was on that day on the high seas returning to Japan. The others unable to be in Karuizawa were: Sally Peck (Art Department), Mary Ward Dunning, 1897, Sarah Rees, 1905, and Tei Ninomiya, 1910. Two real Americans, Helen Mabie, 1904 and Anne Harwood, 1909, have sojourned with us in our Island Empire for parts of the year. Take note of the example, ye Smithites whose ships pass us in the night, or at best spend but a few hours in port. Come again and stay longer!

CHARLOTTE B. DEFEST, 1901.

On June 2, 1913, at the University Club of Omaha, Nebraska, the Nebraska Smith College Club came into existence. Janet Wallace, 1891, was elected president; Almyra Breckenridge, 1911, secretary; and Mrs. Henry Pierpont, (Phoebe Cook Smith, 1904), treasurer.

The Smith College Club of New York has opened its office at the Women's University Club, 99 Madison Avenue, telephone Madison Square 3384. All alumnae passing through New York are urged to call up this office or come and register as soon as they arrive in order that the club may be of the greatest possible service to them. Carolyn Palmer, the Executive Secretary, is at the office from one to five every afternoon.

Members of the club and their guests are reminded that the house rules of the University Club apply to the use of all rooms except the Smith Club room and that members of the Smith Club who are not also members of the University Club may use only the Smith Club room.

The Washington Club reports its other officers as follows: President, Mrs. Albert Wood (Edith Elmer, 1890); Vice-president, Edith Goode, 1904; Secretary-treasurer, Mary Hartwell; Alumnae Councillor, Mrs. William MacDougall (Charlotte Stone, 1893).

# ALUMNAE NOTES

## ALUMNAE VISITING COLLEGE

1910(ex)	Florence White Williams	Aug.	9
1902	Helen W. Bryant	"	21
1909	Anne Wiggin	Sept.	13
1908	Charlotte Wiggin	"	1-24
1911	Katharine H. Ames	"	14-17
1911	Clara W. Heyman	"	15-21
1913	Frances Carpenter	"	15-20
1913	Jean M. Kirk	"	16-19
1905	Katherine Forest	"	17
1910	Sarah J. Schenck	"	15-18
1912	Mary M. Talbott	"	15
1911	Althea Marks	"	18
1913	May I. Taylor	"	15-19
1905	Helen H. Norwell	"	18-20
1906	Marguerite Dixon	"	18-20
1912	Ruth Emerson	"	16-18
1902	Virginia Moore	"	19
1902	Susan Raymond	"	20
1905	Helen C. Gross	"	19
1902	Eda G. Heinemann	"	20
1912	Helen V. Palmer	"	20
1912	Gladys F. Palmer	"	20
1911	Alice C. Thompson	"	20
1911	Katharine Forrest	"	15-23
1911	Elizabeth Duffield	"	20
1911	Ruth Baker	"	22
1912	Gladys Bailly	"	18-27
1901	Mabel C. Mead	"	22-Oct. 14
1913	Margaret Eno	"	23
1912	Dorothy W. Faunce	"	23
1908	Helen Barr	"	23
1908	Nannie Morgan Evans	"	24
1908	Margaret H. Steen	"	24
1913	Margaret Hawley	"	25-26
1913	Edith Leffingwell	"	25
1913	Ada Leffingwell	"	25
1913	Helen E. Knox	"	27-29
1913	Gertrude L. Walsh	"	24-Oct. 2
1888	Cornelia C. Church	"	27
1887	Henriette M. Duntun Dana	"	28
1907	Margaret Coe Blake	"	30
1897	Susan Tittsworth	Oct.	1-3
1903	Edith N. Hill	"	1-10
1910	Mary Peterson Wells	"	1
1906	Mary C. Smith	"	3-6
1909	Alice M. Pierce	"	4
1909	Anne Coe Mitchell	"	5-7
1909	Carolyn Garrett	"	3-7
1909	Sheila Bryant	"	3-7
1912	Grace M. Neill	"	7-10
1913	Helen E. Knox	"	7-10
1913	Edith P. Fisher	"	10
1913	Marion Stone	"	10
1913	Mally Graham Lord	"	10
1913	Gertrude Coit	"	10
1913	Frances F. Morrison	"	10
1913	Ruth Ensign	"	10
1913	Frances Hunter	"	10
1911	Henrietta T. Scott	"	11
1894	Gertrude Gane	"	10-13
1913	Edith M. Strong	"	10-12
1912	Mildred Cary	"	10-14

## CLASS NEWS

The editors are aware that occasionally names of persons and places are misspelled in this department. They therefore beg you to heed the following suggestion:

If each person sending in news will be careful to write on one side of the page only, and will either typewrite or write very legibly many errors will undoubtedly be avoided and in no other way can they be avoided. The editors and printer do hate to take liberties with your names and

addresses. Please try to coöperate with your class secretary by sending all news for the February QUARTERLY to her by January 8, 1914.

## 1879

Class secretary—Mrs. Charles Cone, Hartford, Vt.

Mrs. Edward M. Brown (Mary Adkins) is sustaining a juvenile library at her home in Milford, Del.

Mrs. James F. Bush (Mary Gorham) changes her address to 50 West Street, Northampton. After an illness of eight months, Mr. Bush died in August at the Maine General Hospital in Portland.

Miss Julia H. Gulliver, Ph.D., LL.D., President of Rockford College, has recently conducted a popular campaign in the city of Rockford for raising the \$60,000 necessary to complete the \$200,000 endowment fund to keep Rockford on the list of accredited colleges. At Rockford College commencement in June, seventeen young women received Bachelor degrees, and fourteen others certificates in Home Economics. Dean Sumner of the Cathedral of SS. Peter and Paul, Chicago, gave the address.

In the Pageant given at Salem, Mass., June 13, 14, 16, and 17, the Ode was written by Mrs. F. S. Atwood (Alice Osborne). In the Interlude symbolizing Salem it was sung to the tune of "Federal Street."

Mrs. Alexander Williams (Anna Palmer) spent the summer in France and Switzerland.

## 1880

Class secretary—Mrs. Edwin H. Higbee, 8 West St., Northampton, Mass.

Mrs. R. T. Hill (Justina Robinson) has a year's leave of absence. She is spending the year near her old home, Ware, Mass. Her address is care of Mrs. Benjamin Manley, Gilbertville, Mass.

## 1881

Class secretary—Mrs. George H. Washburn, 377 Marlborough St., Boston, Mass.

## 1882

Class secretary—Mary Gulliver, Rockford College, Rockford, Ill.



Mary Gulliver spent her summer in visiting California, returning via Vancouver and the Canadian Pacific to her work in Rockford College, Ill.

K. E. McClellan spent the summer abroad.

Susan P. Peabody was abroad five months in 1912.

S. Frances Pellett passed her summer on the Pacific coast, visiting the Canadian Rockies on the way.

Alice Peloubet Norton has resigned her position in Chicago University. Her son, John, (Professor in Massachusetts Institute of Technology) was married in Waterville, N. H., in September to Margaret E. Goodrich.

Theodate Smith of Clarke University has in preparation a book on institutions and movements for child welfare. It is founded on over 10,000 reports of child welfare institutions in different parts of the world, many of which she has personally visited.

Isabel Blake has spent a year abroad.

Jean Craig's mother died in May.

Mary E. Foote returned to Pasadena, Cal., October 1.

Mrs. David B. Gamble (Mary A. Hug-gins) and her husband contributed over \$31,000 to the Million Dollar Fund.

Mrs. Daniel Talmage (Mary Breck Vaill) is building houses in the vicinity of New York. She is her own architect, builder, decorator, and landscape artist.

Mrs. F. H. Palmer's (Lucy S. White) twin daughters graduated at Smith College in the class of 1912.

### 1883

Class secretary—Charlotte Gulliver, 30 Huntington Lane. Norwich Town, Conn.

Mrs. James T. Akers (Clara E. Harris, ex-1883) has taken the position of Director of Music in the public schools of Asheville, N. C. where her address for the winter will be 36 College Place.

New addresses.—Mrs. Wm. W. Sleeper (Mabel Allen, ex-1883), 15 Hampden St., Wellesley, Mass.

Mrs. Chas. S. Tappan (Ella C. Stetson, ex-1883) 33 Middle St., Gloucester, Mass.

Mrs. Geo. A. Clark (Flora E. Wilson, ex-1883), 252 Oak St., Holyoke, Mass.

### 1884

Class secretary—Caroline B. Sergeant, 4 Hawthorn Rd., Brookline, Mass.

### 1885

Class secretary—Ruth B. Franklin, 78 Spring St., Newport, R. I.

Mary C. Hardy sailed September 13 for a year of study and travel abroad. Her address is care of Brown, Shipley and Co., 123 Pall Mall, London.

Anna Chapin Ray expects to spend the winter, as in the past two years, at the Château Frontenac, Quebec.

### 1886

Class secretary—M. Adèle Allen, 206 Pine St., Holyoke, Mass.

### 1887

Class secretary—Clara M. Reed, 54 Court St., Westfield, Mass.

### 1888

Class secretary—Mrs. Frank Meara, 400 West End Av., New York, N. Y.

### 1889

Class secretary—Lucy E. Allen, 35 Webster St., West Newton, Mass.

"Miss Mabel Fletcher is appointed superintendent of nurses in the Connecticut Training School for Nurses, connected with the New Haven hospital. Miss Fletcher is a graduate of the School for Nurses, St. Luke's hospital, New York. She has also taken post-graduate studies in Teachers College. She has occupied responsible positions in different departments of Mt. Sinai hospital for nine years."

### 1890

Class secretary—Mary V. Thayer, Holbrook, Mass.

### 1891

Class secretary—Mrs. John J. Albright, 730 West Ferry St., Buffalo, N. Y.

Mrs. Herbert H. Darling (Harriet Brown) received the degree of B.S. at Simmons College.

Died, at the age of thirteen, of valvular heart trouble, Marjorie, eldest child of Mrs. Robert MacDougall (Carita Chapman), on May 9.

Died in August, Theodore van Riepst, husband of Jessie Hoysradt (ex-1891).

Addresses are desired of the following: Charlotte G. Franklin; non-graduates,

Mrs. Robert P. Emery (Ada P. Bixby); Mrs. Fred A. Hilary (Florence Blanchard); Mrs. Thomas W. Allinson (Alice Dow); Kate Laing; Cora Ross; Mrs. Cook (Mary Turner).

### 1892

Class secretary—Mrs. Irving H. Upton, 20 Park View St., Grove Hall, Mass.

The members of 1892 in the vicinity of Boston met for a most enjoyable luncheon at the College Club on November 10.

### 1893

Class secretary—Mrs. John E. Oldham, 16 Livermore Rd., Wellesley Hills, Mass.

Mrs. Thomas Lamont (Florence Corliss) sailed for Europe early in June and settled in Normandy for the summer. As she has always kept up her interest in the study of philosophy she was much interested in meeting and dining with Henri Bergson.

Mrs. Charles Patch (Mary Greene) spent the first week of October in Boston. She accompanied her husband who came on for the Convention of the American Bankers' Association.

The members of Ninety-Three around Boston hope to continue their occasional informal luncheons this winter, and will be glad to welcome all visiting classmates. Please let Mrs. John E. Oldham or Florence Jackson know of your arrival.

### 1894

Class secretary—Sarah E. Bawden, Creed Av., Queens, Long Island, N. Y.

The class officers and the "faculty members" of '94 held an informal reunion at the college on October 11 and 12. They dined together at the Rose Tree Inn, and through friendly intercourse gathered momentum for the executive meeting on the second day at which all four members were present.

The coming twentieth reunion was the absorbing topic under discussion. What can be done to make it a success? Soon a circular letter will throw the responsibility upon the individual members of the class. Will *you* not come back in June, 1914? If the ones who always return will pass the word along to the less interested, everyone will become enthusiastic. On the success of this reunion depends much of the success of our twenty-fifth. Come and do *your* part.

SARAH E. BAWDEN,  
Secretary.

Mrs. P. M. Dawson (Agnes W. Learned) has moved to 1910 Kendall Av., Madison, Wis. Dr. Dawson has a position in the University of Wisconsin.

### 1895

Class secretary—Bessey Borden, 618 Rock St., Fall River, Mass.

Mrs. J. H. Fairbrook (I. V. Smith) has a daughter, Katherine Louise, born April 3.

Mrs. R. W. Hall (Mary Bowers) has a second daughter, Marjorie Crossette, born June 13.

Mrs. H. E. Hale (Frances Ward) has a daughter, Frances Ward, born November 30, 1912.

Mrs. E. L. Findlay (Maud Kinsley) had a daughter, Margaret Blake, born June 22, died August 27.

Helen M. Lambert is teaching at Mabel H. Cummings' school in Boston.

"Dr. Elsie Seelye Pratt, one of the leading physicians of Denver, has been appointed a member of the Health Service Bureau of the University of Michigan, the two other members of the board being men. Dr. Pratt is vice-president of the National Association of Collegiate Alumnae."

J. C. Crowell had an article in the August 7 issue of the *Independent*.

Alice M. Richards is sub-principal of the Gardiner, Me., High School.

Mrs. W. B. Carver (Belle Finney) is teaching in the Binghamton High School. Address, 36 St. John Av.

Mrs. M. D. Chittenden (Gertrude Cahee) studied Spanish and English at Columbia University last summer.

Bertha F. Bardeen is going to California this winter.

Mrs. C. Bell (Charlotte Webber) has just returned from a summer in Devon, Eng. She is President of the Springfield Women's Club.

Mrs. John A. Bole (Anna Kitchel) does not expect to return to Elmhurst, but will live all the year round at Boling Green Farm, Wallkill, N. Y.

Kristine Mann has received an M. D. degree from Cornell University Medical College. Her address is care of Mrs. W. B. Homer, 12 Brook St., Wellesley, Mass.

Adelaide B. Preston is Principal of "The Annie Wright Seminary," Tacoma, Wash.

Sarah L. O'Toole is teaching in the Dorchester High School. Address, Garrison Hall, Garrison St., Boston.

Mrs. W. A. Newton (Edith Chase) is spending the school year at South Lancaster, Mass. (Box 137). Her home address is now Vernon, Vt.

Alice Lennon's address is 74 West 124 St., New York City.

Mrs. W. A. Fitch (Belle Eggleston) has moved to 154 Hempstead St., New London, Conn.

Mrs. C. W. Jackson (Mary Clark) has moved to 20 Cedars Road, Caldwell, N. J.

### 1896

Class secretary—Mrs. Lucius R. Eastman Jr., 43 Glenwood Rd., Upper Montclair, N. J.

Clara A. Burnham, the new class president, started on a trip around the world on September 10. She does not expect to return before February 1914.

Isabel Butler has returned to Clifton Springs Sanitarium where she expects to spend the winter.

Harriet M. Minor who is teaching in Naugatuck, Ct. is also very much interested in the welfare work for working girls there.

Lucy M. Bigelow is living in New York again this winter. Her address is 424 West 20 St.

A fifth child and third daughter was born July 29 to Mrs. Albert E. Taussig (Harriet P. Learned).

**BIRTHS.**—Margaret Van Hovenburg Brown, daughter of Mrs. H. W. Brown (Katherine Van Hovenburg) born July 3.

Herbert Edwin Hawkes Jr., son of Mrs. H. E. Hawkes (Nettie Coit, ex-1896) born December 11, 1912.

Jonathan Woodworth Pine, son of Mrs. Frank W. Pine (Mabel Durand) born September 16.

Helen Ripley, daughter of Mrs. Philip F. Ripley (Mabel Bacon) born May 5.

Frank Stanton Deland Jr., son of Mrs. Frank Stanton Deland (Isabel Fay Adams) born October 9.

Angus McLeod Brooks, son of Mrs. J. H. Brooks (Maude McLeod) born January 17.

Constance Cutter Morrow, daughter

of Mrs. Dwight W. Morrow (Elizabeth R. Cutter) born July.

Malcolm Standish Eveleth, son of Mrs. E. S. Eveleth (E. M. Dugan) born February 5.

Marcia Rudd, daughter of Mrs. Malcolm Day Rudd (Eva Cook), born April 12.

**DIED.**—James Donald McCalmont, husband of Elenthera Smith McCalmont, ex-1896, November 29, 1912.

**NEW ADDRESSES.**—Janet M. Burns, 99 Western Av., St. Paul, Minn.

Mrs. Louis P. Slade (Charlotte Boone) 1536 North Stanley St., New Britain, Conn.

Florence Van Duzer Smith, Williamstown, Mass.; she has become a housekeeper. Her brother is a professor in Williams College.

Mrs. Charles A. Anderson (Florence Stewart), 12 Wilcox Place, E. Orange, N. J.

Jennie C. Sibley, 149 North Mason Av., Austin, Chicago, Ill.

Mrs. Geo. W. Winchester (Flora C. Clark) 1411 Blue Hill Av., Mattapan, Mass.

Mrs. Aloney Lyman Rust (Litz Dustin) Malone, N. Y.

Mrs. Charles R. Lingley (Harriet Teasdale) 18 Occom Ridge, Hanover, N. H.

Mrs. George L. Morris (Fanny Hillard ex-1896), Dundale, Villa Nova, Pa.

Mrs. H. E. Hawkes (Nettie Coit) 549 Riverside Drive, New York City.

### 1897

Class secretary—Alice W. Tallant, 1807 Spruce St., Philadelphia, Pa.

Ada Comstock is Chairman of the Committee on Recognition of Colleges and Universities, in the Association of Collegiate Alumnae.

Mrs. Bernard L. Engelke (Ida Darling) is a leader in the Sixth Ward Suffrage Alliance in Chicago. According to the *Chicago Record-Herald* she "has given the women voters in her precinct their first lesson in applied civics by establishing a playground for her own family and her neighbors in her own back yard." Her four-year-old daughter, Elizabeth, was the youngest suffragist in the suffrage pageant in Chicago, July 2.



Mrs. LeRoy P. Guion (Ellen Lormore) is on the Executive Board of the Civic League in Colorado Springs.

Mrs. William Bross Lloyd (Lola Maverick) has a daughter, Georgia, born September 15.

Jessie Lockett writes of being in the country (in France) with her sister (Grace Lockett Brown, ex-1897) and brother-in-law, "gardening, tramping through pine woods . . . and discussing Cubists and Futurists at teas." She also reports a meeting with Katharine Wilkinson in Paris.

Mrs. Guthrie McConnell (Genevieve Knapp) has been busy organizing a children's school at her home, Cynwyd, Pa., and is chairman of the committee in charge of it. It includes a Montessori school for the younger children and a primary class, introducing Montessori principles, for the older ones.

Harriet Morris writes from the Copper Kettle Factory, which she and her sister have established in Los Angeles, "We still have our tea room . . . and are doing the baking here for our down town Copper Kettle, and in addition are putting out a wonderful candy. And we are going to make candy for the Santa Fé Road."

Mrs. Thomas M. Vickers (Lois Barnard) is busy in an interdenominational campaign for home mission work in Syracuse; she also gives "a good bit of time to the Visiting Nurse Association."

NEW ADDRESSES.—Gertrude B. Harris, 587 Riverside Drive, New York.

Mrs. Joseph S. Rawson (Grace Dustan), 804 Eighteenth St., Des Moines, Ia.

Mrs. Stanwood M. Rose (Mabel Harris), East Machias, Me.

Mrs. George Nichols (Louise Rogers), 7 Linden Av., Brooklyn, N. Y.

Mrs. Garrett C. Pier (Adelaide Wilson), 4613 Drexel Blvd., Chicago.

#### EX-1897

Florence Barnard is Principal's Assistant in the John D. Runkle School, Brookline, Mass.

Edna Davis was in the flooded section last spring, with over two feet of water in her house.

Elizabeth S. Dixon spent last year in

Indianapolis, teaching history in the Manual Training High School.

Mrs. Charles E. Pennock (Edith McClesney) has a son, Albert Ellsworth, born September 21.

Mrs. Percival M. Vilas (Katherine Garland) has taken an active part in the management of a large musical club (800 members) in Minneapolis.

The secretary would be grateful for any information concerning the following ex-1897 members: Mary Mehitabel Currier, Mary C. Goodwin, Florence T. Gray, Elizabeth Gund (Mrs. J. H. Firestone), Emma C. Harrington, Mary L. Haskins, Grace Miller (Mrs. W. W. Herrick), Emily Sherman (Mrs. Wm. E. Darling), Agnes Smith, Lilian M. Bigham, Julia E. Johnson, Anabel R. Tarbox (Mrs. Harold Wood), Mary W. Thayer.

#### 1898

Class secretary—Elisabeth B. Thacher, 69 Alleghany St., Roxbury, Mass.

Alice Clark is teaching chemistry at the Burnham School in Northampton.

Mrs. C. W. Hulst (Maude A. Jackson) has been in England this summer.

Mrs. W. D. Stiger (Cornelia Harter) has a son born in August.

Elisabeth Thacher and Beth Padgham traveled in Holland, Switzerland, England, and Wales. In Holland and again in Wales, they met Jane Murphy (ex-1898).

Ruth Wood spent the summer in Newfoundland.

Alma Baumgarten is acting as "conciierge" at the Alumnae House.

Mabel Rice won much praise for her pictures "Bald Head" and "The Dunes" which were exhibited among other New England pictures at the Casino, Stockbridge, in September.

#### 1899

Class secretary—Edith E. Rand, 3 West 92 St., New York, N. Y.

A son, Joseph Bixby Hoyt, was born to Mrs. William Everett Hoyt (Mabel Bixby) May 29.

"The Heart Specialist," a farce in three acts by Mrs. J. W. Church (Virginia W. Frame), was given at the Lyceum Theater in San Diego, Cal. Besides play-writing, Virginia conducts the Montessori class

for the children of the guests of the Hotel del Coronado, and is a member of the San Diego Women's Press Club. Her sentiments about her work and interests in life are, "I'd much rather talk of my home and my baby Betty. They are a great deal more interesting to me than even my play—and that's quite a lot."

Gertrude B. Goldsmith is studying at the University of California this winter. Her address until June is 2611 Durant Av., Berkeley, Cal.

The name of Mary Keyes' home in Wilton, N. H., was given incorrectly in the July issue. It is called "Little Pasture House."

This is a good opportunity to remind you that our 15th Reunion comes next June and that the class secretary is receiving applications for rooms in the '99 house.

Mrs. Roland Rogers Cutler (Mary E. Goodnow) has a son, Edward Roland Cutler, 2nd, born September 6, 1913.

#### 1900

Class secretary—Mrs. Millard C. Humstone, 24 Gramercy Park, New York City.

NEW ADDRESSES.—Anne P. Hincks, 4 Walnut St., Boston, Mass.

Marguerite Gray, 200 Oak Grove St., Minneapolis, Minn.

Meta Bentley, 1392 Union St., Brooklyn, N. Y.

Ethel Whitcomb, care of Bureau of Agriculture, Manila, P. I.

Ruth Perkins, Box 185, Boston, Mass.

Mary Weaver, 235 White St., Springfield, Mass.

A son, Walter Coutant Humstone 2nd, was born July 25, to Mrs. Willard C. Humstone (Amy Dickerman).

Emma Jane Winchester was married in Los Angeles, April 27, 1911, to Reginald Henry Gernon. Since that time they have been living in the vicinity of Los Angeles, their present address being 116 North May Av., Monrovia, Cal.

Mrs. Edward S. Cobb (Florence Brooks) was in Newton Center for the latter part of her stay in this country. She left New York early in August, taking the Canadian Pacific route, and sailed for Japan from San Francisco on August 16.

Mrs. Alden Hyde Clark (Mary Whitcomb) is taking charge of the lace industry

for a year in the girls' school at Ahmednagar, India.

Mrs. Charles Roys (Mabel Milham) returned in August to her work in China.

Mrs. William V. Schevill (Elsa Meier) spent the summer abroad.

Kate Puffer is assisting in the psychological department of the Psychopathic Hospital in Boston. She is living in South Framingham.

Miriam Dole expects to spend the winter in the southern part of France with her parents.

Mrs. Howard T. Walsh (Clara Shaw) writes as follows of her experiences during the past two years:

"We left California in February 1911 and sailed from New York the following month to take up our residence in London, later in Surrey. However, the greater part of the time we spent on the Continent—three months in Paris, one wonderful month in Spain, hurried trips to Holland, to Belgium, and to Northern Italy, a month in Russia followed by three weeks traveling through Finland with two Russian friends. Another month was spent in Norway, Sweden, and Denmark, and there were short visits in Germany, Bohemia, and Switzerland. We came home for a short stay in the winter of 1911-1912 and again in November 1912. There Mr. Walsh's business plans were changed and he returned to London in December, only to come back in January to Chicago where I joined him. At present we are living on the North Shore, and my address is 228 Green Bay Road, Hubbard Woods, Illinois."

A son, Donnell Withington, was born February 18 to Mrs. Richard M. Boardman (Dorcas Leese, ex-1900).

#### 1901

Class secretary—Mrs. Everett Kimball, 319 Elm St., Northampton, Mass.

Miriam Birdseye is to travel for a month in Pennsylvania lecturing on domestic science. This is part of the extension work of the University, which sends out a car equipped with modern appliances and a demonstrator, thus reaching many of the smaller places.

Ethel de Long will be in New York in February and will speak on her work among the Mountain Whites at the meeting of the Smith Club.

Constance Charnley has been in New York for a short time. She spent the

summer abroad with Bertha Richardson Lucas. Mrs. Lucas has already gone to San Francisco, where her husband is the head of the new children's hospital. Constance will soon join her.

Mary Barrett spent the summer abroad.

Speck Thomson is teaching in Louisville, Ky.

Elizabeth Wilson is teaching at the National Cathedral School in Washington after a year's graduate work in science at Columbia.

**MARRIED:**—On August 2, Annie Maria Buffum to Dr. Nathan Wheeler Williams. Mrs. Williams is living at 3800 Broadway, New York City.

Florence L. Byles to Joseph W. Barr. Address, 115 West 3 St., Oil City, Pa.

Rebecca Robins Mack has left El Paso. Her new address is 614 North Duke St., Lancaster, Pa.

### 1902

Class secretary—Mary P. Allison, 212 North 6 St., Allentown, Pa.

Marion Aldrich Allison and her husband have returned to their home in St. Louis after spending several weeks traveling through Spain, Southern France, and Italy.

Helen Chesnutt is teaching Latin in the Central High School of Cleveland.

Carolyn Childs has given up her institutional position to be at home for a while, but expects later to take up social service work.

Edith Ely is teaching French in the Pennsylvania College for Women.

The friends of Mrs. N. M. Semple (Margery Ferriss) will be very sorry to hear of the death of her husband, Dr. Nathaniel Meacon Semple, from pleurisy in St. Louis the third of October. Mrs. Semple and her two sons will live with her father, and her address will be 5828 Cabanne Av., St. Louis.

The winter address of Blanche Hull will be 27 East 62 St., New York City.

Born to Mrs. Alfred G. Wightman (Helen C. Pease) a son, John Hopkins, on July 24.

Faith Potter Weed spent five weeks of the summer visiting Margaret Welles Pierson and her family at Lake Minnetonka, Minn.

Born to Mrs. Tasker Howard (Mary Woodbury) in January a daughter, Nancy.

Lillian Abell, ex-1902, is a teacher of music at the Graham School in New York City.

Born to Mrs. Charles E. Govier (Helen Atherton, ex-1902) on August 24 a son, John Peabody.

Avice Crocker, ex-1902, is doing social service work in Boston.

Stella Webb, ex-1902, is private secretary to the Director of the Yale Forest School.

The secretary would like the addresses of the following:—Mrs. H. J. Babcock (Florence Agard), Bernice Evans, Carolyn Green, Dorothy Greeno, and Mrs. Clifton C. Quimby (Alice Logan), the last four being non-graduate members of the class.

### 1903

Class secretary—Grace P. Fuller, 28 Summer St., West Haven, Conn.

The secretary says the replies to the Tale are coming in too slowly; the treasurer says ditto.

A crowd of fortunate 1903ers awoke the echoes of reunion at a luncheon at Marion Evans' on October 25. Would that we all might have been there! She writes:

"We had a beautiful time despite a pouring rain. Forty-two girls came and not half a dozen of them lived within eight miles of here. The food was all donated by 1903 people and all the work done by 1903. My house was in spick and span order when they left! I couldn't stop them from working! We had five splendid letters to read from far-away girls—four written expressly for the luncheon. They were from Mrs. Alta Zens, Mrs. Carlotta Parker, Ilwaco, Wash., Mrs. Eleanor Putnam in Hawaii, Mrs. Blanche Hardy in Germany, and Mrs. Mabel Griffeth in India. Our band tooted in spots with the old-time vigor. We were going to have some glee club songs but Eva Becker's daughter ate all the songs just before Eva was to leave with them. Four 1901ers came over and surprised us with a stunt—two symphonic poems with piano accompaniment and interpretative dancing. They were very emotionally done, very! 1903 was highly entertained. None of the other class officers could come."

The editor being one of those unhappy officers would here like to say that that



being true, they all wept even harder than the weather. We hear that Mary Harriman got the diamond necklace away from Helen Hill.

#### CHANGED ADDRESSES:—

Mrs. R. F. Bliss (Lucia Bailey) to 23 Winter St. Lucia writes that the class baby, Ella Belle, asserts emphatically that she is going to Smith. (She was nine last May.)

Mrs. H. Cowles Smith (Helen Broadhead), temporary address 566 Seventh St., Brooklyn, N. Y.

Mrs. Clifford Lakin-Smith (Daisy Fabens), Rowington, W. Warwick, Eng.

Mrs. Hutcheson Page (Stephanie Grant), White River Jct., Vt.

Alice Leavens, 464 Center St., Jamaica Plain, Mass.

#### BORN:—

To Mrs. Louis F. Baker (Rodericka Canfield), on October 1, a son, George Towne Baker 2nd.

To Mrs. H. Cowles Smith (Helen Broadhead), on March 28, a second daughter, Roberta.

To Mrs. George A. Smith (Klara Frank), on September 8, a third child and first daughter, Janet Gilfillan.

To Mrs. Arthur Honeyman (Carlotta Parker), on June 9, a third child and second son, Arthur.

To Mrs. Frederick Lynch (Maude Dutton), on April 1, a son, Paul Barrows.

Marjorie Mack, the two year old daughter of Mrs. Charles A. Sheffield (Marion Mack), died on September 26 after a four weeks' illness of lymphatic leukaemia.

Margaret Lunt has the honor of having put 1903 in the column of the 50 per cent married. She was married on September 3 to Francis Vaughan Bulfinch of Dover, Mass., a structural engineer.

Anna Holden has announced her engagement to Leicester Warren, Harvard 1900. (We refuse to stop at 50 per cent.)

Eliza Ward's married name has been discovered. She is Mrs. Guy Earl Waite and lives at 414 Ninth Av., North Lewis-ton, Mont.

Alice Blanchard is first assistant in the children's department of the Carnegie Library in Pittsburgh.

1903 at last has a Ph. D. Georgie

Field received that degree from the University of Colorado in June.

R. Maude Greene is teaching in the Girls' High School in Boston.

Laura Post spent five weeks of the summer in Amherst at the Agricultural College summer school, teaching teachers how to play games and dance folk dances along with the village children.

During July, Elizabeth Irwin directed the field work of the students of the New York University summer school who were taking courses in work with feeble-minded children. She and Elizabeth Westwood spent August and September in Europe.

Della Hastings traveled this summer through Italy, France, Switzerland, Holland, and England.

Alice Butterfield, too, spent the summer in Europe.

Grace Fuller is taking five hours a week in English and economics, at Yale.

Mary Harriman, ex-1903, reports that she beats Helen Hill by forty-five since she went, on October first, to take charge of the Orphans Home, Concord, N. H.

Mrs. W. H. Richardson (Mabel Carpenter, ex-1903) has moved to Glendale, O.

Can anyone give the address of any of the following non-graduates of 1903? Mrs. Joseph Lovejoy (Nathalie Holden), Mrs. Everett G. Laurence (Louise Comey), Mrs. George B. Maxwell (Lelia Cooke), Roberta F. Griffith.

Jennie Carberry has given up teaching and is studying shorthand in Boston.

Helen Goodspeed is at home in Fitchburg, after ten years of teaching, and is studying Latin and French.

#### 1904

Class secretary—Muriel S. Haynes, Augusta, Me.

In the annual competition for the MacDowell prize of \$600 which is offered for the best play submitted by any college student to a committee of experts, Abby Merchant won the prize with her play called "His Womenfolk." Students of Radcliffe and Harvard, who have studied under Professor George P. Baker in his course in dramatic construction, were barred, but all other members of the universities were admitted. There were

21 competitors, 15 of whom were men and 6 women, representing 12 states and Canada.

Married.—Esther Josephine Sanderson to Rev. Percy Chandler Ladd, September 2 in Greenfield; address, Moline, Ill.

Born to Mrs. Aubrey Hull (Adele Keyes), a son, James Cameron Hull, on March 7.

Died, July 6, Charles Perry 2nd, only son and third child of Mr. and Mrs. Thomas Perry (Margaret Watson), Westery, R. I.

Mr. and Mrs. Richard Hooker (Winifred Newberry, ex-1904) hope to occupy, after December 15, the house they are rebuilding at 87 Mulberry Street, Springfield, Mass., with their children Richard, Jr., born December 10, 1911, and Sarah Paige born July 9.

NEW ADDRESSES.—Martha G. Lane's address is 215 Boyer Av., Walla Walla, Wash.

Eleanor Garrison's address for the winter is 71 East 54 St., New York City.

Mrs. A. V. Bensen (Marion Prouty), Gramaton Court, Bronxville, N. Y.

Mrs. L. W. Bagg (Anna Hudson), 712 Clinton Av., Newark, N. J.

Mrs. R. H. Goodell (Helen Peabody), Bronxville, N. Y.

Mrs. Lewis Prouty (Olive Higgins), 393 Walnut Av., Brookline, Mass.

Mrs. P. C. Staley (Margaret Nichols), 74 Summer St., Buffalo, N. Y.

Gertrude Douglass has the Graduate Scholarship in Botany at Cornell this year, and her address for the winter will be 13 East Av., Ithaca, N. Y.

BORN: To Mrs. Edward R. Hiscox (Louise Evans), a daughter, Frances Evans, September 2.

To Mrs. Samuel B. Gray (Bess Benson), a son, Alexander, August 16.

To Mrs. Charles Riegelman (Lilian Ehrick), a son, William Irving, June 28.

Margaret Hamlin is studying at Amherst Agricultural College this year, and her address for the winter is 3 Fearing St., Amherst, Mass.

Fannie Stearns Davis has announced her engagement to Augustus McKinstry Gifford. Mr. Gifford is a chemist with the General Electric in Pittsfield.

## 1905<sup>1</sup>

Class secretary—Marie L. Donohoe, 28 Johnson St., Lynn, Mass.

Chairman Publicity Committee—Bertha C. Lovell, 8 Wendell St., Cambridge.

Helen Norwell writes that she was in Northampton in September, "putting in" a freshman. That first crowded Wednesday she met Katherine Forest and Louise Kingsley, waiting on the stairs at Boydens, and the next day they coralled Sue Rambo, Louise Billings, and Helen Wright, and had a 1905 luncheon. Later in the week, Helen Gross appeared to make the seventh 1905er and to add to the number of enthusiastic guests at the attractive Alumnae House.

Bertha Lovell has been, since October, social worker in the Gynaecological clinic of the Boston Dispensary, Boston.

Born to Mrs. Robert L. Barrows (Genevieve H. Scofield), a second daughter, Mary Scofield Barrows, May 25.

Alice Wheeler, who is one of the faculty of the High School of Auburn, N. Y., has a year's leave of absence. She will spend most of the winter with her sister, Mrs. T. D. Watkins, 461 Genesee St., Utica, N. Y. Send mail to the Utica address.

## 1906

Temporary secretary—Catharine A. Mitchell, Riverside, Ill.

Fannie Furman, our faithful secretary, is in Europe for a year's vacation. Therefore please send notices to the secretary, pro tem.

The address of Mrs. T. H. Brindley, (Agnes McCord) is Cresswell, Ore., R.F.D. 1. She has just moved to a new ranch. Her second child, Elizabeth, was born in January of this year.

Clara F. Porter sailed for Scotland on July 19 to be gone two months. She was investigating municipal ownership in Great Britain, Holland, and France.

## MARRIED.—

On October 15, 1913, Mary Louise Thornton to Philip Sidney McDougall. Address, 34 Inwood Place, Buffalo, N. Y.

Elsie Cushing Damon to Harlan Kenneth Simonds on July 26. Address, 17 Arlington St., Fitchburg, Mass.

Jessie Caroline Barclay to Roger Hen-

wood Motten on August 14. Address, Colorado College, Colorado Springs, Colo.

Mrs. Newell Maynard (Olive Dunne) has a son, Paul, born September 14.

Charlotte Dodge has taken to dormitory life again, as her family is now living in California. Address, Oahu College, Honolulu, T. H. Eight weeks of the summer were spent in a camping trip in the mountains of Kanai.

Caroline Hinman's summer was spent in the Canadian Rockies, part of the time with the Canadian Alpine Club, and part at the foot of Mt. Robson. She returned by way of Yellowstone Park.

Lucia Johnson has returned from six months in Europe. She saw Harriette Berry in Florence, Italy, and traveled in France with Amy Maher.

Mrs. Freeman Hewett (Alice Mitchell) and her daughter Elizabeth, aged one and one-half years, have returned to their home in Spokane, Wash., after a two months' visit at her old home in the east.

Florence Root visited in Riverside, Ill. and in Madison, Wis., during the summer. She has a Fellowship at Smith this year, and therefore is back at home again after three years' teaching at the Pennsylvania College for Women in Pittsburgh.

Catharine Mitchell was leader of a camping party of thirty-five members of the Prairie Club, who were in the Glacier National Park for three weeks in August.

Edith M. Furbush is teaching mathematics in a private school in Kansas City.

#### 1907

Class secretary—Virginia J. Smith, 123 Troup St., Rochester, N. Y.

#### MARRIED.—

Lucille Rosenburg to Herbert Lyman Stern, May 6.

Agatha Elizabeth Gruber to Edward R. Rayher, June 20. Address, 150 West 95 St., New York, N. Y.

L. Morley Sanborn to Raymond Aaron Linton, August 11, at Bitter Root, Mont. They have sailed for Panama and South America where Mr. Linton is engaged in business at present. Mail will be forwarded, if sent either to Mrs. Asa Avery Sanborn, Bitter Root, Mont., or to Mrs. Walter S. Miller, 625 Virginia St., Toledo, O.

Mary Noyes to Hermann Beale Spelman, October 30. Address, 270 Hicks St., Brooklyn, N. Y.

#### CHANGES OF ADDRESS.—

Mrs. John G. Holne (Fae Collins), 545 O'Farrel St., San Francisco, Cal.

Helen Wolle, 100 Mayfield Av., Akron, O.

Mrs. George T. Scott (Ruth Cowing) 124 Pembroke St., Kew, Long Island, N. Y. Mr. Scott is now on the Presbyterian Board of Missions as assistant to Mr. Robert E. Speer.

Wanted—The address of Alice Cummings Greene.

BIRTHS.—A daughter, Marion Huggins, to Mr. and Mrs. Carl J. Norton (Edna Huggins) July 13.

A son, Robert Smith, to Mr. and Mrs. W. E. Playfair (Harriet Smith) April 6.

A son, Henry Clay Hart Jr., born June 23 to Mrs. Henry Clay Hart (Marjorie Comstock).

To Mrs. G. Houston Burr (Muriel Robinson) a daughter, Muriel, September 27.

A son, Louis Benford, was born to Mr. and Mrs. Louis Stoner, (Clara Jacobs, ex-1907) March 21.

Ruth Curtis has been in Europe with her brother during the summer and will be at home this fall and winter in Coldwater, Mich. In June her engagement was announced to Harry L. Kempster, Associate Professor of Poultry Husbandry in Missouri University. The wedding will take place in the winter or early spring.

#### 1908

Class secretary—Mrs. James M. Hills, 135 Prospect Park West, Brooklyn, N. Y.

MARRIED.—Ruth Adams to Raymond D. Lord. Address, Ipswich, Mass.

Ada Belle Reeve to Dr. Whitney H. Joyce, on June 30. Address, Unadilla, N. Y.

Malleville Wheelock Emerson was married September 3 to William Haller, Amherst 1908.

Theoda Elizabeth Gates was married September 26 to Giles Munro Hubbard. Address, 268 Paris Av., Grand Rapids, Mich.

Elizabeth Evelyn Enright to Julian Ira Lindsay. Address, 446 South Union St., Burlington, Vt.

Katherine Clara Kerr to Herbert Alex-



ander Crowder on June 24. Alletta Gillette, 1907, was maid of honor, Jeannette Perry, 1905, Julia Ayers, 1906, and Louise Keyes, 1908, were bridesmaids. Helen Allmond attended the wedding.

Mabel Boardman to Robert Weyburn Laylin. Address, 2096 Summit St., Columbus, O.

#### ENGAGED.—

Ruth Dunbar to Edward Mayo Tolman.

Florence H. Pattison to Dr. Frederick J. Watson.

Eunice Fuller to Seymour Barnard.

Edna Terry to Edward Mills.

Margaret Clark Rankin to James Madison Barker. Mr. Barker graduated from Massachusetts Institute of Technology in 1906.

Ruth Munroe to Eddy Warren Landy, Brown University 1910.

Florence Lewis Thomas to John Harvey Dingle. Mr. Dingle is a graduate of Dartmouth College and a member of the Phi Gamma Delta Fraternity.

CHANGES OF ADDRESS.—Constance Churchyard, 39 Irving Place, Buffalo, N. Y.

Mrs. Norman L. Snow (Helen Harris), 234 North Beacon St., Hartford, Conn.

Mrs. Arthur W. Coolidge (Mabel F. Tilton), 49 Beech St., Norwood, Mass.

Mrs. Harper Silliman, 126 East 22 St., New York, N. Y. Her daughter, Caroline, was born August 22.

Mrs. Whitney H. Joyce, Morris, N. Y.

Wanted: The address of Mrs. Lambert Stewart (Edna Frances Kilbourne).

#### BIRTHS.—

To Mrs. Edmund Throp See (Louise Edgar), a daughter, Ellen Edgar See, on September 7.

To Mrs. Frederick Dwight Downs (Florence C. Sheldon), a son, Frederick Sheldon Downs, April 2, 1913.

To Mrs. E. Clement Taylor (Anna Brooks Adams), a daughter, Jane, July, 1913.

A daughter, Barbara Bowne Keith, in February to Mrs. Harold Chessman Keith (Ethel Middlebrook Bowne).

To Mrs. James Carson Agnew (Margaret MacLaren Edwards), a son, George Edwards Agnew, February 11.

To Mrs. Philip C. Washburn (Eleanor Daniels), a son, Griffith Bowen Washburn, July 18.

Mrs. Frank S. Leiter (Edna May McCordell) has a son, Odello McCordell Leiter, born April 19.

Mrs. John Benjamin Porteous (Edith Frances Libby) has a daughter, Frances Swasey Porteous, born June 25.

Mrs. Henry Wood Shelton (Dorothy Hale Camp) has a son, John Sewall Shelton, born September 2.

Mrs. Neil Dow Stanley (A. Florence Keene) has a third child, Herbert Neil Stanley, born July 23.

Mrs. Silas Snow (Frances Ward Clary) has a second son, Davis Watson Snow.

Mrs. Denison Shoemaker Phelps (Clara Louise Corbett) has two sons, Denison S. Phelps Jr. and Marshall C. Phelps.

The secretary would like the addresses of the following:—Vivian Betsy Libbey, Mrs. Paul J. Somers (A. Blanche Batson), Florence Hull, ex-1908, Louise Cuyler Shaw, ex-1908, Jennie Mildred Harper, ex-1908, Florence Ellen Hastings, ex-1908, Virginia Keith, ex-1908, Leonora Perry, ex-1908, Mrs. Edward M. Garnett (Mary L. Maddison, ex-1908).

Five sisters of 1908 graduated from Smith in June. They were: Eleanor Alice Abbott, Mary Bell Churchyard, Eleanor Ford, Janet Ford, and Eunice Bowditch Hinman.

Rose Dudley is professor of physics and geology at the Illionis Woman's College, Jacksonvill, Ill.

Besse Mitchell is teaching in the New Milford, Conn. High School. Her home address is Newtown, Conn.

Elizabeth Seeber is teaching German in the Newtown High School, New York, N. Y. Her address for the year is 62 Montague St., Brooklyn, N. Y.

Charlotte M. Wiggin is a Montessori teacher in Litchfield, Conn.

#### Ex-1908

Married.—Lilian B. Crawley to John J. Donovan. Address, 474 Medford St., Winter Hill, Mass.

Angela Shipman to Dr. Egerton L. Crispin at Ocean Park, Cal., on May 27.

Minette Baer in November 1912 to Daniel Alexander. Address, 15 Third East St., Salt Lake City, U.

Mrs. Paul Kuykendall Dayton (Anna C. Griggs) has a second son, Paul Kuykendall Dayton Jr., born September 10.

Catherine DeWitt Chambers was married September 17, to John Harry Campbell. Address, Port Jefferson, N. Y.

Bertha M. Shepard is Printing Agent for the Women's Educational and Industrial Union, Boston. Her address is 8 Ash St., Danvers, Mass.

Mrs. Clarence Arthur Mayo (Marjorie Chase Robinson) has a son, Clarence Arthur Mayo Jr., September 2.

#### 1909

Class secretary—Mrs. Samuel B. Wardwell, 156 Clinton St., Watertown, N. Y.

Dear 1909ers:—

In the olden days when we really were the "attractive *young* alums of old Smith College" it was an easy matter to fill our QUARTERLY pages with accounts of Mary Ann's teaching French, Polly's teaching physics, and so on. Now, after a month of ardent search for news I have just one item which is not strictly matrimonial. Is it possible that we are to be the class with a hundred per cent of married ladies? Surely no record could be more worthy!

1909 expects to have a splendid fifth reunion this June. By this time you have all heard from Hat and know something of the plans. But there will be notices in the next numbers of the QUARTERLY.

With best wishes to you all, and the hope that there may be much news for the next QUARTERLY, I am, affectionately yours, EUNICE.

#### ENGAGEMENTS.—

Mary Learned Palmer to Raymond Tuftt Fuller. Mr. Fuller is a graduate of Colgate University.

Margaret Hatfield to Stuart Chase, Harvard 1909.

Eleanor Mann to Harvey Dwight Blakeslee Jr., of Buffalo.

Florence C. Allen to Arthur Rodgers of Toronto, Can. She expects to be married in November.

#### MARRIED.—

Frances Osgood Stevens to Kenneth Sargeant May, September 4.

Mary Burnham Stevens to Guy Carleton Hawkins, September 18.

Marcia Reed to Victor Abbot Binford, August 23.

Edith Hatch, in San Francisco on July 1, to Lieutenant William H. Rucker, of the second field artillery, U. S. A. Address, Manila, P. I.

Beth Crandall to Rollin Saxe Polk, July 16, at the Church of the Ascension in Troy.

Among the 1909ers present were Ruth Lowrey, Ruth Dietrich, bridesmaids, and Lincoln Dunbar Holmes.

Eleanor Burch to John Elliott Jackson, September 20. After December 1 they will be at home at Coventry Court, Dubuque, Ia.

Louise Milliken to Samuel Hiland Holden, September 10. Address, 146 East Hunter St., Peterborough, Ont.

Elizabeth Beardsley to George McKeever, October 15.

Ruth Henley to William Parker Kirk, October 2. Address, 423 Rockdale Av., Cincinnati, O.

Ruth L. Dietrich to Nelson S. Tuttle, November 6. Address, 91 Kenmore Place, Brooklyn, N. Y. Beth Crandell Polk was matron of honor, and Ruth Lowrey one of her bridesmaids.

BIRTHS.—To Mrs. Boyd Nixon (Josephine Whitney), a daughter, Elizabeth, July 25.

A son, Owen Smith Trask, July 30 to Mrs. Robert Palmer Trask (Evelyn Smith).

A daughter, Mary, to Mrs. George Champney (Cora Ambrose) July 17.

A daughter, Helen, to Mrs. C. H. Bowker (Elizabeth Dickinson) June 27.

A daughter, Elizabeth, on June 28 to Mrs. Alfred Vernon Dalrymple (Hannah O'Malley). Address, 616 Pennsylvania Av., Manila, P. I.

Henrietta Harris has written of her trip abroad with such enthusiasm that could all 1909 read her letter each member would be inspired to start at once, especially to see Norway and the mid-night sun. She is nearly as enthusiastic about Russia, and the rest of the trip to Warsaw, Budapest, Prague, Vienna, Dresden, and Berlin, and seemed most eager with the thought of Japan and China yet before her. She expects to reach Boston in December.

#### 1910

Class secretary—Mrs. Charles N. Waldron, 14 Parkwood Boul., Schenectady, N. Y.

#### MARRIED.—

September 2, Laura May Graham Dr. Walter Teed Bronson. The bridesmaids were Wilma Baker and Esther Saunders, ex-1905. Address, Pueblo, Colo., care C. F. & J. Co.

October 18, Eleanor P. Benson to Ralph Lawson. After December 1, address, 44 Warren St., Salem, Mass.

May 10, Katharine Van V. Drew to Vernon A. Smith.

July 2, Marjorie Fraser to William F. Hosford. Address, 3837 Van Buren St., Chicago, Ill.

June 28, Helen Gifford to Leon E. Var-num.

August 7, Heloise Hedges to Paul R. Tappan.

March 24, Kate Keith to Lewis L. Beeken. Address, 3418 Bates St., Pittsburgh, Pa.

June 4, Ruth Leonard to James Garfield Moses.

July 31, Anne Pigeon to John M. van Heusen. Address, 101 Robinwood Av., Jamaica Plain, Mass.

May 3, Marjorie Roberts to Clifford C. Champine. Address, 2515 Pleasant Av., Minneapolis, Minn.

June 17, Yeoli Stimson to Edward H. Acton.

June 25, Eva C. Tebbetts to George E. Robinson.

July 30, Martha Washburn to Cephas D. Allen. Address, 721 Seventh St. S. E., Minneapolis, Minn.

October 21, Edith H. Willetts to Glenn H. Wayne.

October 4, Ethel S. Wilson to Frank Dean Lyman. Address, 534 Clark Av., Westmount, Montreal, Can.

#### BIRTHS.—

January 24, Robert Van R. Bassett Jr., to Mrs. Robert Van R. Bassett (Harriet Hibberd).

June 12, Laurel Elizabeth Ely to Mrs. John M. Ely (Jessie Laurel Sullivan).

May 31, Andrew Steever to Mrs. M. D. Steever (Gladys Inglehart).

August 1, William Augustus Waldron 2nd to Mrs. C. N. Waldron (Dorothy Waterman).

September 2, Elizabeth Camp, to Mrs. S. G. Camp (Mary Atwater).

August 13, John Cushman Warren to Mrs. C. Warren (Margaret Cushman).

March 31, Julie Dulon Forgan to Mrs. Donald Forgan (Margaret Herrick, ex-1910).

June 14, Preston Nichols Barton to Mrs. Hubert Barton (Mary Milk, ex-1910).

Charles G. Gates, husband of Florence Hopwood Gates, died, October 28.

#### 1911

Class secretary—Margaret Townsend, 54 Myrtle Av., Plainfield, N. Y.

MARRIED.—Myra Breckenridge to Alfred Wallace Gordon. Owing to the sudden death of her father in August, Myra was married very quietly in September. Address, 3611 Jackson St., Omaha, Neb.

Marion Butler to Guy E. Boynton, Harvard 1908, October 22. Address, The St. James, State St., Springfield, Mass.

Marguerite Butterfield to Henry D. Ervin, June 26. Address, Okolona, Miss.

Frances Campbell to C. A. Cary, August 26. Address, 2052 65th St., Brooklyn.

Anna May Daugherty to Carr Kemper Sutton, September 16. Address, Indiana, Pa.

Gertrude Lyford to Edwin Ruthven Boyd, October 4. Joyce Knowlton, Belle Harder, and Jean Johnson were among the bridesmaids. Address, 13 Buckingham Terrace, Kelvinside, Glasgow, Scotland.

Gladys Megie to James Morse Kingsley, August 2. Among her bridesmaids were Gertrude Moody and Irene Du Bois. Address, 402 Morris Av., Boonton, N. J.

Adelaide Peterson to Chase Whitney Love, August 21. Address, 812 Montrose Boul., Chicago, Ill.

Gertrude Russell to Edwin C. Doubleday in June, 1912. Address, 31 Maple St., Springfield, Mass.

Florence Smith to Benjamin Franklin Tillson on July 9. Mr. Tillson is a graduate of Yale and Columbia Universities and is a mining engineer at Franklin Furnace, N. J.

Josephine Tripp to Lawson Wesley Wright, June 18, at La Jolla, Calif.

Marguerite Underwood to John Randolph Labaree, Williams 1910, July 26. Address, West Medway, Mass. Mr. Labaree is with the Walter M. Lowney Co. of Boston.

BIRTHS.—To Mrs. Tilden Grafton Abbott Jr. (Josephine Dormitzer) a son, Walter Dormitzer, July 9.

To Mrs. Frederick Russell Moseley (Mary Rice) a son, Frederick Russell Moseley Jr., July 13.

To Mrs. Howard Murchie (Marjorie



Browning) a daughter, Margaret Eaton, August 21. This winter "Browning" is to be found at 197 Park Av., Orange, N. J.

Mrs. James Miller Seay (Louise West) a son, James Miller Seay Jr., September 19.

To Mrs. George Sicard (Katharine Burrell), a daughter, Katharine Burrell, July 17. New address—153 Anderson Place, Buffalo, N. Y.

To Mrs. George Paul Torrence Jr. (Florence Abbott) a son, George Paul Torrence 5, May 10.

ENGAGEMENTS.—Margaret Clark to Howard D. Williams of Springfield, Mass. She expects to be married in June.

Jean Johnson to Thomas Jewett Goddard of New York City. The wedding will take place in December.

Florence Watters to the Reverend Clyde Bronson Stuntz, Wesleyan 1910, Drew 1913. She received her degree of A. M. in Zoölogy last June from Columbia.

We hasten to correct an error made in the July QUARTERLY: Mabel Keith is engaged to the son of the Dean of Hobart College, not to the Dean himself!

Ilma M. Sessions to Robert Hunt Johnson of Newton Highlands, Mass. She will return for a short term to the New England Conservatory of Music at Boston, this winter.

Blanche Buttfeld to Harlan Pratt of East Orange, N. J. Mr. Pratt is a graduate of Stevens and is with the Westinghouse Electric & Manufacturing Company.

Elizabeth Abbe is teaching at the high school in Mt. Vernon, N. Y. Her address is 106 South 10 Av. She attended the six weeks' summer school course at Cornell where she took the New York State examinations.

Marjorie Addis is teaching several things in Brewster, N. Y. (English, English history, ancient history, history of English and American literature, elementary algebra, and advanced algebra!)

Ethel Ames is resident student of Y. W. C. A. work in the association in Newark, N. J. Address, 16 Gouverneur St.

"Pete" Angell will spend this winter at Saranac Lake, N. Y. but is counting on being "among those present" next June.

Welcome Ayer is taking a six months' housekeeping course at the Kansas State

Agricultural College at Manhattan, Kansas.

Ethel Bailey is secretary to her father—1911 horticulture class, wouldn't you like to help her!

Florence Baker is busy with Latin at Oyster Bay, Long Island, N. Y. She spent this summer traveling the beaten path through the seven countries from Liverpool to Naples. She met "Hodge" in London and Marie Zulick in Rome.

Ruth Baker writes that she is "doing all sorts of things. College girls are supposed to know everything from serving tea to training dramatics." Her regular occupation is dress-making.

Eleanor Barrows is living in California. Address, 2528 Benvenue Av., Berkeley.

Florence Barrows. Occupation: Peevish Pedagogue, teaching English and science in the West Haven (Ct.) high school.

Marguerite Bittman is supervising reading and oratory in all the public schools of Batavia, N. Y. and teaching elocution in the high school.

Helen Bowman is teaching Latin and English in the high school at Clarion, Pa. Carol Brown is at home, taking care of her brother's two-months-old baby girl.

Katharine Buell is on the editorial staff of *Harper's Weekly*. Address, 39½ West 4 St., New York.

Gladys Burlingame is Librarian in the Rhode Island State College at Kingston, R. I.

Annah Butler is Secretary for the National League of Women Workers. Address, 622 West 113 St., New York.

Mrs. George Pearson (Edith Case) and her husband spent their vacation with Marian Yeaw.

Margaret Clark's father died in September so she is moving to Northampton to live with her aunt, Miss Benton. She expects to be married in June.

Jessie Crandall is Clerk on the State Board of Education at Hartford, Conn.

Elsa Detmold is staying at home. New York 1911! Do you all know about the Intercollegiate Athletic Evenings which are being planned for this winter? Monday nights from November to March at the Teachers College Gymnasium. Who would like to play basket ball, etc.? Elsa

is the Smith representative. For further information apply to her!

Helen Estey is teaching Latin at Washburn College, Topeka, Kan. She received her M. A. degree last June from the Kansas University.

Ruth Everett is head of the English department in the high school at Swampscott, Mass.

Eleanor Fisher's permanent address is now 142 Davis Av., Brookline, Mass. She is Library assistant in the Brookline Public Library.

Katharine Forrest is doing clerical work in the West Side office of United Charities in Chicago.

Margaret Foss has changed her address to 19 Fairmont Av., Newton, Mass.

Hazel Gleason, address 550 Riverside Drive. She is studying vocal with Dr. Carl Dufft and singing in a church at Locust Valley, L. I.

Edna Hodgman spent the summer in Europe. She took dinner with Florence Plaut Hartog in Amsterdam and gives a glowing account of Martin Jr.

Eleanor Ide is at home. Her father died last summer.

Sarah Johnston has moved from Northampton to 215 Myrtle Av., Boonton, N. J. She is teaching biology in Norristown, Pa.

Mabel Keith is assistant in the reference department of the Carnegie Library of Pittsburgh. She expects to be married sometime next year.

Joyce Knowlton's address is 33 Dwight St., Brookline, Mass. This winter she is at the Finch School with Elsie Baskin—and is in charge of the new business technique department. Address, 61 East 77 St., New York, N. Y.

Mary Little graduated from the Springfield (Mass.) Business School and is now teaching shorthand, bookkeeping, and typewriting in the Perth Amboy, N. J. high school.

Edith Lobdell is taking lessons in musical composition from Mr. Meidig of the American Conservatory. She also teaches music at Lincoln Center and does committee and volunteer work for the United Charities.

Helen Lord is assistant executive secretary of the Playground and Recreation

Association of America, New York, N. Y.

Marion Lucas (Box 118, Northampton, Mass.) is social editor for the *Springfield Republican*. Last June she received the degree of M. A. at Wellesley in French. The subject of her thesis was "Les Femmes des Salons dans l'Histoire du Dix-huitième Siècle."

Alma Lyman has been appointed a member of the Commission to inquire into the advisability of establishing a Reformatory for women in the state of Connecticut.

Mrs. Cyrus Boutwell ("Dicky" McCrary) came east for a week this fall on a business trip with her husband. They made a flying visit with Margaret Townsend down on Great Peconic Bay, L. I.

Jane Martin writes: "I wish I could tell you I was a female policeman or something equally exciting." Janie! you would never do as a policeman!

"Pie" Miller received a diploma in the Landscape Architecture course at the Lowthorpe School and is planning to take special work and get practical experience at home for a couple of years. Then she will hang out her shingle as a Landscape Architect.

Elizabeth Moos is teaching hygiene and physical education in the F. W. Parker School in Chicago. She graduated from the Harvard Summer School of Physical Education last summer.

Doris Nash (477 William St., E. Orange, N. J.) is doing editorial work with D. C. Heath and singing in St. Mary the Virgin's church on 46 St., New York, N. Y.

Winifred Notman is studying Law at the New York University this winter. She is the President of the New York Smith Club.

Esther Packard is Investigator for the N. Y. State Factory Investigating Commission. Address, 249 West 11 St., New York, N. Y.

Carolyn Palmer is in New York this winter. She is the Executive Secretary for the N. Y. Smith Club and is to be found at the University Club, 99 Madison Av., every afternoon. Every morning she acts as Winifred Notman's private secretary.

Mary Patten is the Assistant Physical Director at Winthrop College, S. C. This is the largest normal college for women in the south.

Doris Patterson is taking a course in music at the Boston University and expects to take one in horticulture later.

Mrs. James Abbott (Dorothy Pearson) has moved to 66 West St., Northampton, Mass.

Charlotte Perry has been bear hunting in the Rockies.

Mira Poler is head of the English department at the Arms Academy, Shelburne Falls, Mass.

Katherine Powell is teaching in the high school at Ellenburg, N. Y. Her permanent address is 30 Hartwell St., Fitchburg, Mass.

Dwight Power is living in Newton Center, Mass. Address: Bradford Court.

Persis Putnam is secretary to the Order Librarian at the University of Illinois at Urbana.

Edna Robbins is teaching at the Capen School.

Anna Rochester is teaching in the primary department of St. Margaret's School in Buffalo, N. Y.

Mildred Schureman is teaching mathematics and physics in the Green Valley, Ill. high school.

Ruth Spaulding is the First Assistant in the Sayville, L. I. high school, and teaches Latin and geometry.

Muriel Spicer is the manager of the "Business Women's Luncheon Club" in Brooklyn. Address, 174 Schermerborn St.

Alice Thompson had to postpone her wedding because of her illness last summer. She hopes to be married in February.

Daisy Tobey is teaching in a grammar school in Hartford, Ct., and taking vocal and violin lessons.

Marion Van Vleck is secretary to the Principal of the Rye Seminary at Rye, N. Y.

Ruth Frances Warner is doing graduate work at Oberlin College in the Seminary. She is taking a special course for teaching Bible.

Mrs. Prentice Abbot (Louise Weems) has given up housekeeping for two years

at least. Her address now is 5 First Place, Brooklyn, N. Y.

Marjorie Wesson has had several stories in the Youth's Companion.

Dot White sounds very busy. She studies instrumental music; has a "bunch of Camp Fire kids"; and goes to the athletic evenings at Teachers College.

Betty Wilber is at home, studying music and singing in her church choir.

Hazel O'Neil has gone to San Domingo as secretary for her uncle who has been appointed minister to that country. Address, American Legation, San Domingo, Dominican Republics.

#### Ex-1911

MARRIED.—Katharine Berryhill to William Peace Gaddis. Address, care of Navy Dept., Washington, D. C.

Lillian Brigham to Howard Milton Pease. Address, Ridge Hill, Rockland, Mass.

Gertrude Law to Chester Reith Thomas on September 10.

Flora Lewis to Arthur William Logan. Address, 977 Goodrich Av., St. Paul, Minn.

BIRTHS.—To Mrs. John E. Marshall (Ruth Flynt) a son, John Elbert Marshall Jr., born February 25.

Engagement.—Myra B. Howell to J. A. Keillor of New York City.

Elizabeth Babcock gives as her occupation. "Professional Bridesmaid."

#### 1912

Class secretary—Mary A. Clapp, Hotel Somerset, Boston, Mass.

ENGAGEMENTS.—Ruth Paine to John H. Blodgett of Boston, Harvard 1904.

Theo Mason Gould to Raymond Davis Hunting of Boston, Amherst 1912.

Maisie Koues to Dr. Ernest Sachs, a neurological surgeon, of St. Louis. She is to be married on November 26, after which date her address will be 5557 Berlin Av., St. Louis, Mo.

Ruth Lewin to Graham Foster of New York.

Margaret Sargent to Charles M. Hewett. Henrietta Dana to Thomas Denison Hewitt of Brooklyn.

MARRIED.—Minnie Emerson to James Perkins Keith, October 4. Among the bridesmaids were Ethel Wales, 1911,



Louise Emerson, 1912, Margaret Bryan, 1913, and Rose Dunn, 1913. Address, after December 1, 59 Woodside Av., Campello, Mass.

Florence Hedrick to Chester F. Miller. Address, 401 South Main St., Normal, Ill.

Helen Peddrick to Edwin Conover Leedom, August 19. Address, 338 South 17 St., Philadelphia, Pa.

Nellie Pennell to Ensign E. Phillips Adams Simpson, September 18.

Ruth Shephard to Julian Stevens Hayward, June 21. Address, 342 North Reno St., Los Angeles, Cal.

Sarah Van Benschoten to Dr. Byron Clary Darling, September 27. Address, 122 East 34 St., New York, N. Y. Mrs. E. Conover Leedom (Helen Peddrick) was matron of honor.

Margaret Lockey to Bertram Hatch Hayes, October 18. Address after January 1, 73 Grove St., Leominster, Mass.

Jeanne Pushee to Philip Hiram Thayer, October 18. Frances Krause, Agnes McNiven, and Lucy Robbins were bridesmaids. Address, 4104 Patricia, Baltimore Av., West Philadelphia, Pa.

Katharine Burritt to Harold S. Deming. Address, 128 East 19 St., New York, N. Y.

Leila Allyn to Ralph P. Schelly, June 26, at Cleveland, O. Address, 1916 Riverside Av., Spokane, Wash.

Helen Garfield to James Francis Buckley, July 5, at San Diego, Cal. Address, 29 Waverly St., Brockton, Mass.

Mrs. Royall Victor (Nan Martin) has a son, Edwin Martin Victor, born October 3.

Evelyn Alden is teaching mathematics and science in the high school at Newport, Vt.

Lois Andrews is teaching in the high school at Oakland, Iowa.

Katharine Bailey is teaching English and history in the Senior School for Girls, Jacob Tome Institute, Port Deposit, Md.

Emily Baker is teaching English in Smith's Agricultural School at Northampton.

Katharine Baker is teacher of Latin, and intermediate grades, at Glendale College, Glendale, O.

Helen Barnes is preceptress of the high school at Oakfield, N. Y., where she is also teaching.

Mabel Beaver is teaching English in the Government School in Porto Rico.

Elsie Becker is teaching in the Clinton (N. Y.) high school.

Marion Beecher is teaching German and English in the high school at Port Chester, N. Y. She also expects to take some work at Columbia.

Gertrude Belser is teaching in the Greenwich Academy, Greenwich, Conn.

Dorothy Bement is teaching French in Miss Glendinning's school in New Haven, and studying in the Yale University Music School.

Ruth Benjamin is stenographer for the Watson Wagon Company, Canastota, N. Y.

Florence Bond is studying German in Hanover. Her address is Holzgraben 7, Hanover, Germany.

Katharine Bradbury is taking graduate work in household economics at Simmons College.

Amy Bridgman is laboratory assistant in the Department of Health of New York.

Helen Brown is private secretary to Mr. Redfield Proctor, of Proctor, Vt.

Margaret Burling is teaching in the Niagara Falls high school, and living with Mary Butler.

Alice Casey is supervisor of music in Horseheads, N. Y.

Ellen Caverno is a private secretary.

Marion Clark is studying interior decoration and design with Mr. Monté at the Westfield Normal School.

Ruth Cooper is teaching elocution at the Burnham School, and taking some post-graduate courses at college.

Gladys Copp is teacher of the seventh grade in the Florence grammar school.

Emily Coye is acting as Assistant Secretary of the Child Welfare Exhibit which is a part of the National Conservation Exposition now going on at Knoxville, Tenn. Miss Julia Lathrop is chairman of the committee for which she is working. She returns to New York in November to be an Exhibit Assistant on the National Child Welfare Exhibition Committee.

Miriam Cragin is taking the course in

Kindergarten Education at Teachers College.

Ethel Curtiss is on the staff of the Family Rehabilitation Department of the United Charities of Rochester. The city is divided into 5 districts, of which each worker has one. She deals with all cases in her district, and studies it as a community.

Gertrude Darling is acting as companion.

Marion Denman is studying stenography and typewriting at her home.

Martha Dennison is taking a three months' training course in the Y. W. C. A. in Toledo, O.

Pauline Dole is taking English and history at the University of Chicago.

Nellie Doremus is teaching in the second grade at Nutley, N. J.

Hilda Edwards is teaching German at the Albany Academy for Girls.

Louise Emerson is teaching in the Braintree (Mass.) high school.

Ruth Emerson is taking a special course in medical social work at the Boston School for Social Workers. In October she was resident at the Elizabeth Peabody House.

Frances Espy is teaching in the Hicksville (N. Y.) high school.

Adra Fay is cataloguer and assistant librarian in a branch of the Minneapolis Public Library.

Helen Forbes is doing Y. W. C. A. club work among department store girls.

Pauline Gardner is studying French at Radcliffe.

Edith Gray is taking a graduate course at the Garland School of Domestic Science in Boston.

Elizabeth Harrison is teaching English in the Farnum Preparatory School, Beverly, N. J.

Marguerita Higbee is teaching in Miss Sayer's school at Newport, R. I.

Helen Houghton is secretary at the Horace Mann high school in New York.

Frances Huston is teaching in the high school at Newton, N. J.

Georgia Hutchinson is to teach mathematics at the Gateway, a girls' boarding school in New Haven.

Hélène Jacot is teaching French at The Packer Collegiate Institute, Brooklyn, N. Y.

Lydia Jones is teaching science and Latin in the high school at Sandwich, Mass. She is also high school assistant.

Pauline Jones is teaching in the Illinois School for the Deaf at Jacksonville.

Arlena Kelton is teaching in Miss Hill's school, Augusta, Ga.

Olive Kirkby is teaching geography and history at the Scott High School, Toledo, O.

Marion Knight is a demonstrator in Zoölogy at Smith.

Katharine Lawrence is teaching mathematics and German in the high school at Rockland, Me.

Ruth Lawrence is student secretary for King's Chapel in Boston.

Ruth Lewin is head of the French department in Fairmount College, Wichita, Kan.

Gwendolyn Lowe is teaching in The Finch School in New York.

Anne Allen Mack is teaching in Aurora, Illinois.

Effie Mona Mack is teaching in Mina, Nevada.

Eleanor G. Marine is Assistant District Secretary of the Brooklyn Bureau of Charities.

Helen M. Nichols is teaching French and German at Thornton Academy, Saco, Me.

Elizabeth Noakes started October 4 for a trip abroad with the Gulick party. The French tutor with them is Dorothy Douglas, Smith 1913. She expects to remain on the other side until May, her address being care of Baring Bros., London, Eng.

Priscilla Ordway and Mrs. Case (Mildred Spring) are guardians of "Camp Fire Girls" in their respective home towns.

Marion Pleasants is an assistant in plant breeding at the New Jersey Agricultural College Experiment Station.

Margaret Plumley is teaching geography and history in the Institution for the Instruction of Deaf Mutes in New York, N. Y.

Margaret Prescott is teaching history and German in the high school at Concordia, Kan.

Florence Quinlan is teaching French and German in the Bennington (Vt.) high school.

Mary Esther Quirbach is teaching English and algebra in the Lowell high school.

Grace Redding is assistant in the Worcester Children's Friend Society.

Jeanette Rinaldo is teaching Latin in the Beaverhead County high school, in Dillon, Mont.

Carol Rix is registrar and director's assistant in the South End Music School Settlement in Boston.

Edna Roach is employed with the New York Edison Company. She writes that there are now five Smith girls in this company.

Arline Rorke is teaching in the high school at the George Junior Republic, Freeville, N. Y.

Dorothea de Schweinitz writes that she is "shocking her German relatives, murdering the German language, making many expeditions from Dresden, and having a good time generally." She is to be abroad until December.

Helen Searight is instructing the young in English and elocution at the Taconic School, Lakeville, Conn.

Carolyn Sheldon is to assist in history and French at Barnard College.

Ada Simpson is taking the course in Medical Social Work at the Boston School for Social Workers, and is living at a Coöperative Working Girls' Home at 14 Warrenton St.

Ruth Mildred Smith writes that she is teaching eight subjects, ranging from law to solid geometry in Westford (Mass.) Academy.

Dorothy Stoddard's spare moments are filled with "housekeeping, voice lessons, orchestras, and typewriting."

Mary Elizabeth Storer is teaching German and Latin in the Granite (Utah) high school.

Lena Sylvania is doing graduate work at Columbia.

Gertrude Theobald is teaching English, and American and English history at the Ursuline Academy, New York, N. Y.

Evelyn Tripp is teaching in Brunot Hall, Spokane.

Ruth Watts is assistant librarian in the Avery Architectural Library of Columbia.

Margaret Weatherston is training the

young idea in English at the Needham (Mass.) high school.

Betty Webster writes: "H. G. Well's definition of social work is 'Elaborate interference with the domestic life and diet of the less fortunate classes.' That's what I am doing, under the supervision of the United Charities of Chicago."

Mildred Webster is to study violin with Mr. Adamowski in Boston.

Florence Weeks is studying French and English at college.

Laura Wentworth is substituting in the schools about Spokane. Just at present she is teaching Latin in Idaho.

Dorothy Whitley is attending the Boston School for Social Workers.

Margaret Wood remarks that she is a Jill of all trades. She participates in Y. W. C. A. work, and teaches literature, rhetoric, and gymnastics in the Eleanor Millar School of Expression in Pasadena.

Alice Worcester is a Sunday school teacher, treasurer of the Waltham Baby Hospital, and director of the Waltham Girls' Club. She is also vigorously supporting the Anti-Suffrage cause!

Alberta Crespi is teaching in the Erasmus Hall High School, Brooklyn.

Fanny Libby is taking a library course at the Drexel Institute in Philadelphia.

Nearly every one not already mentioned in these notes is "gracing the home."

#### EX-1912

Mrs. Alfred O. Anderson (Ruth Harper). Address, 3734 McKinney Av., Dallas, Tex.

Mrs. Dellon Metcalf (Lucile Simonds). Address, 127 Electric Av., Rochester, N. Y.

MARRIED.—Anna May Berry to Dr. Edwin F. Gibson, October 4, 1911. Address, 92 East Main St., Norwich, N. Y.

Ruth Coyle to Myles Potter Tallmadge. Address, 1650 Sherman St., Denver, Colo.

Mary Gloeckler to L. E. Ashley, September 24. Address, 706 Grace St., Chicago, Ill.

Eloise Oliver to Frampton E. Ellis, June 30. Address, 590 Peachtree St., Atlanta, Ga.



Ruth Smart to Harold Townley Webber, April 17. Address, Harvard, Mass.

Muriel Bent to Stanley Gale Harris. Address, 5757 Kenwood Av., Chicago, Ill.

**BIRTHS.**—Mrs. Raymond Varney (Mary Adams) has a son, Burton Adams Varney, born June 16.

Mrs. Thor Jäger (Margaret Case) has a son, Blair Valdemar Jäger, born January 23.

Mrs. Lane Summers (Hazel Thain) has a son, Thain Summers.

Mrs. W. P. Raynor (Nelle Tyler) has a daughter, Helen Edwards Raynor, born May 19.

Mildred Armour was during the summer at the Grenfell Mission at St. Anthony, Newfoundland. She writes that she learned to weave wool rugs and homespun, and then spent some time living with the natives and teaching them the industry.

Alice Moore is a stenographer for the Railroad Commission of Oregon.

Janet Rankin is studying at the School of Journalism of Columbia University.

### 1913

Class secretary—Helen E. Hodgman, 314 East 17 St., Brooklyn, N. Y.

Quoting exactly from a postal card received, the class of 1913 is proud to have this information:—

Maiden Name—No maiden name

Married Name—L. Clark Seelye

Permanent Address — Northampton, Mass.

Occupation—President Emeritus of Smith College

General Information—I am happy to be considered as an honorary member of the class of 1913.

Alice Adams is working at N. Y. State Normal College in Albany for an A. M. degree.

Marion Adams is instructor in Latin and drawing in the Morris high school.

Edith Alden is teaching English in the Essex (Mass.) high school.

Marion Amsden is teaching biology and French in the high school at Melrose, Mass.

Marjorie Anderson is secretary at Miss Spence's school, New York.

Phebe Arbuckle has a college settlement fellowship in Philadelphia. Address, 502 South Front St.

Helen Arey is a chemist's assistant in the Pacific Mills, Lawrence.

Marjorie Ashley is teaching German, English, and biology in the high school in Candor, N. Y.

Christine Babcock is teaching French and Latin in Franklin Academy, Malone, N. Y. Address, 54 Jane St.

Gladys Bailey is teaching Latin, French, and history in Jonesport, Me.

Charlotte Barrows is an instructor in the Rockville (Conn.) high school. Address, 34 North Park St.

Maude Barton is doing settlement work at the South End House in Boston.

Cora Beach is teaching mathematics, history, and English in the Walden (N. Y.) high school. Address, 16 Orchard St.

Helen Betterley is teaching mathematics in the Jacob Tome Institute in Port Deposit, Md.

Ellen Irwin is at the same school, teaching Latin, French, and ancient history.

Helen Bidwell is in Fort Myers, Fla., acting as governess to two children, and companion to their mother.

Cornelia Blackburn is taking a course in domestic science at the University of Kentucky in Lexington.

Emily Brander is secretary in the Irving School in New York.

Mabel Bray is teaching mathematics, Latin, American history, and gymnastics, at Hillside, Norwalk, Conn.

Ruth Brown is teaching English, mathematics, and chemistry in the high school at Fair Haven, Vt.

Flossie Bryant is teaching in the high school at Trumansburg, N. Y.

Katherine Carr is a "Student Worker" at the Women's Educational and Industrial Union, and is taking a course at Simmons. Address, 102 Gainsboro St., Boston.

Catharine Chapin is demonstrator in zoölogy at Smith College. Address, 261 Crescent St.

Mary Bell Churchyard is assistant secretary at Kent Place, a boarding school in Summit, N. J.

Helen Clafin is taking a two years'

course at the N. Y. State Library School, Albany.

Calla Clarke is in training for a Y. W. C. A. secretary. Address is 72 West 124 St., New York.

Jessie Coit will be at home, studying organ and piano.

Gertrude Brintnall is enjoying camp life in Guadaloupe, California. Address, Box 36.

Helen Collins is Secretary of the Extension Department, M. A. C., Amherst, Mass.

Margaret Albert is teaching Latin and English in the North High School, Canton, O.

Edna Balch is teaching English and mathematics in her home high school.

Alice Cone sailed for Europe October 4, to be gone seven months. Address, care Baring Brothers, London E. C.

Dorothy Douglas sailed with the same party. Tutor in French during the trip.

Agnes Conklin is teaching in the Orphan's School of the Susquehanna Valley Home.

Louise Cornell is at home this winter, doing church work and tutoring.

Eleanor Cory has announced her engagement to Henry S. Leiper, Amherst 1913. This winter she is traveling secretary of the Student Volunteer Movement. Address, 600 Lexington Av., New York.

Edith Cushing is supervisor of drawing at Northboro, Mass.

Florence Dale is studying domestic science and music at the University of Minnesota. Address, 1728 Fourth St. S. E., Minneapolis.

Beatrice Darling is studying design with Miss Packer of Boston.

Marion Damon is teaching music and mathematics in a public school at Mt. Jewett, Pa.

Hazel Dart is studying at Stamford, Cal., for an M. A. in economics. Address, Alvarado Hall, Stamford.

Caroline Daugherty is teaching seventh grade in Indiana, Pa.

Hazel Deyo is correspondent for the *New York Journal*.

Annie Donlan is teaching English and physics in the Avon (N. Y.) high school.

Helen Donovan is tutoring in English,

German, and mathematics, in Bellingham high school and Y. W. C. A. She is studying piano in Seattle, and teaching a Bible Class of Normal School Girls.

Blanche Dow is teaching vocal expression at the Milwaukee-Downer Seminary, Milwaukee, Wis.

Annie Dunlop has joined the Women's Club, and is in a class of pedagogy, training for Sunday school work.

Mary Dunne is teaching history and French in the Derby high school.

Anne Dunply is principal of a school in Haydenville.

Winifred Durham is a teacher of the seventh grade at North Crystal Lake, Ill.

Ruth Ensign expects to spend the winter in Egypt, Italy, and Greece. Address, care of Union of London and Smith's Bank Lt'd, 2 Princess St., Mansion House, London.

Phyllis Fergus is instructor of harmony, orchestra, and piano at the Sherwood Music School, Chicago. She is taking graduate work in composition with Mr. Adolf Weidig, and is also composing songs for publication. Her address is Fine Arts Bldg, Studio 712.

Agnes Folsom is an assistant in Wells River (Vt.) High School, teaching English, French, and Latin.

Constance Fowler is at home this winter when she isn't making flying trips to Northampton.

Marietta Fuller is continuing the student life in the Library School of the New York Library, 476 Fifth Av.

Eleanor Galleher is teaching French and English in the Berlin (N. H.) high school. Her address is 179 Emery St.

Marion Gardner is teaching at Blair Hall, Blairstown, N. J.

Ruth Gardner is keeping house, and playing piano for dancing lessons.

Jane Garey has announced her engagement to Maxwell Barns of Providence. She is assistant teacher at Miss Beard's school, Orange.

Lea Gazzam is teaching English and dancing in the high school at Kelso, Wash. She is coaching dramatics and glee club and is "class mother" to the sophomores.

Helen Gillette took twenty-four prizes for stock and farm products at the Ver-

mont State Fair, among them two blue ribbons for thoroughbred Morgan horses.

Mabel Girard is teaching French and English in the high school at Randolph, Vt. and has started a "Société Française" for juniors and seniors. Address, Box 622.

Winifred Glasheen is teaching in a graded school at Washington Depot, Conn.

Hazel Gray is teaching thirteen subjects in the high school at Crown Point, N. Y.

Elizabeth Greene is a Field Worker for the "Phipps Psychological Clinic," Johns Hopkins Hospital, Baltimore, Md.

Alice Griffiths became Mrs. Augustus C. Wiswall on September 8. Address, 15 White Av., Wakefield, Mass.

Louise Hale is an instructor in French in Purdue University, Lafayette, Ind.

Juliette Halla is teaching at Mary Free Institute, Troy, N. Y.

Mary Hasset is teaching Latin in the Lee high school.

Marion Hines is a student in the medical department of the University of Chicago.

Helen Hodgman is visitor in training for the Brooklyn Bureau of Charities. She is going to play the part of Tranio again for the Packer Alumnae Dramatics.

Eleanore Holmes expects to take a stenographic course at Bryant and Stratton Business School in Boston.

Helen Hood is teaching mathematics and French in the high school at Bethlehem, N. H.

Geraldine Hopkins is studying domestic science at the Chicago School of Domestic Science.

Lilian Jackson is studying music and accompanying in vocal studios. Address, 16 East 48 St., New York.

Elizabeth Johnson is teaching English literature in Virginia College, Roanoke, Va. The college is in the Blue Ridge Mountains, and has about two hundred girls.

Helen Johnson is at home taking up domestic science, while Ruth is merely "at home."

Edna Jones is teaching in Salisbury, N. C. Address, 425 Fulton St.

Elinor Jones is teaching history and English in the Northfield high school.

Marguerite Jones is at home this winter, doing some work at the new Settlement

House. She was bridesmaid for Alice Griffiths.

Grace Jordan is at home proving that a college education fits for the home as she argued in English C.

Helen Kempshall is at home, doing club work with the working and factory girls of Elizabethport.

Alice Kent is in the Personal Service or guide's Office of the Wanamaker Store. She acts as expert shopper and fills out mail orders.

Marguerite Knox is studying for an A. M. in mathematics at Columbia.

Orpha La Croix did settlement work in the summer, and assisted at the Baby Clinic of the Child Welfare League.

Edith Leffingwell is studying art in New York, and Ada is studying music. Their address will be Studio Club, 35 East 62 St.

Mally Lord is studying domestic science at Teachers College, and is planning to take up designing.

Mary Lorenz has sailed for China to act as a tutor. Address, care of Dr. Charles Kirkland Roys, Presbyterian Mission, Wei Hsien, Shantung, China.

Elizabeth MacFarland and Lucia Smith are teaching in the Hawaiian Islands. Address, care of Mr. Charles Lufkin, Wailuka, Mani, Hawaiian Islands.

Elizabeth MacGregor is teaching mathematics and science in a high school in Great Barrington, Mass. Address, 23 Church St.

Ruth Machette is teaching mathematics and French in the North Kingstown High School, Wickford, R. I.

Annie Mather is teaching history and mathematics in the high school at Skaneateles, N. Y.

Helen McBurnie arrived from Europe October 8.

Gladys McCain is tutoring in primary work and organizing a college club.

Ruth McClelland is at home studying at the Knox Conservatory of Music.

Margaret McGrath is teaching mathematics at the high school at North Brookfield, Mass. Address, care of Dr. Tronty.

Agnes McGraw is teaching in a private out-of-doors school in Philadelphia. Address, 302 Gowen Av.



Helen McLaughlin is teaching mathematics and biology in the Fort Edward high school.

Helen McNair is studying music, and assisting with the Camp Fire Girls' work.

Marjorie McQuiston is studying at Columbia.

Merle McVeigh is taking a course at Bliss Business College.

Marion Mead was married October 4 to Chester Idema at the St. Mark's Cathedral. Orpha La Croix, Margaret Steag, Florence Morman, and Pauline Cole were among the bridesmaids. Margaret Woodbridge sang at the service. She will live in Grand Rapids.

Dorothy Merriam has been motoring through the west. Her address is Lagunitas, Maine Co., Cal.

Margaret Moore is at home doing Sunday-school and neighborhood work. She is using her dramatic training in coaching a Bible play to be given by ten year olds.

Ruth Morgan is teaching sciences at the high school at Genoa, Ill.

Mildred Morrow is teaching mathematics and physics at Bridgton, Me.

Louise Nicholl is a reporter for the *New York Evening Post*. Address, 20 Vesey St., New York.

Margaret Nye is assistant in the first and second grades in the Hathaway Brown School, Cleveland.

Vera O'Donnell has announced her engagement to Guilford Jones of Colorado Springs.

Nellie Oiesen is at the School for Social Workers in Boston. Address, 91 Pinkney St.

Martha Osborne is teaching in the high school at Fort Plain, N. Y. Address, 125 Canal St.

Hildur Osterburg and Florence Seaman are graduate students at the University of Southern Cal. Address, 3033 Mont Clair St., Los Angeles, Cal.

Irene Overly is teaching harmony, history of music, and English history in Sweet Briar College, Va.

Marion Parker is studying household economics at Simmons. Address, 48 Stedman St., Brookline, Mass.

Nellie Paschal is teaching German and

mathematics in Brantwood Hall, Bronxville, N. Y.

Caroline Paulman is teaching German and English in the high school at Peabody, Mass.

Sybil Pease is at home studying type-writing and the organ.

Anna Pelonsky is at home studying languages and music.

Katharine Perry is studying music with Professor Consulo, at Villa Guidi, Lugano, Switzerland.

Sarah Porter is teaching the three upper grades in country school in Berlin, Conn. Most of her sixteen pupils are foreign.

Theia Powers is studying household economics.

Winifred Praeger is at home, studying for an M.A. at the University of Michigan.

Miriam Pratt is attending the Garland School in Boston.

Agnes Puddington is taking a course in domestic science at Teachers College, Columbia.

Louise Quigg is substituting in the schools of Pawtucket.

Susan Raymond is a demonstrator in astronomy at Smith College. Address, 8 Paradise Road, Northampton.

Helen Readio is a resident worker at St. Thomas, in the mountains of North Carolina. She teaches, keeps house, and does medical work among the mountain people.

Ruth Remmey is doing graduate work in English at Columbia.

Elsie Robbins is a laboratory assistant in the Bacteriological Laboratory of the Bureau of Health in Philadelphia. Address, 1230 Spruce St.

Mildred Roberts is teaching French, English, and ancient history in the high school at Newmarket, N. H.

Clara Savage is on the city staff of the *New York Evening Post*.

Nellie Schoonover is studying music at the Damrosch School of Music. Address, 561 West 141 St., New York.

Helen Sewall is a reader in the music department of Smith College. Address, 261 Crescent St., Northampton.

Mary Shea is principal's assistant in West Springfield, Mass.

Marion Sisson is teaching music and German in the high school at Pleasantville, N. Y.

Aline Smith is teaching mathematics and English in a school in Detroit.

Annie Smith is teaching history in Waterbury, Conn. Address, 1680 Baldwin St.

Evelyn Smith is studying typewriting and shorthand.

Sophia Smith is Minister's Assistant at the First Church, Northampton. Address, 52 Crescent St.

Helen Snyder became Mrs. Oliver Starr on June 23. Address, 632 Fillmore St., Gary, Ind.

Blanche Staples is teaching French, Latin, and chemistry in the high school at York Village, Me.

Cora Stiles is teaching English, Latin, and French in Conway, Mass.

Mercy Stock is teaching in Sharon, Conn. She and the Principal run the school of thirty-six pupils.

Marion Storm is assistant to the head of the City Trade Department of Longmans, Green & Co., New York.

Mary Strange is teaching Latin, French, and English in the high school at Three Mile Bay, N. Y.

Hart-Lester Harris is teaching "First Aid to the Injured" in a social settlement in Springfield. She has just returned from a trip to Bermuda.

Meron Taylor is teaching botany, zoölogy, and Latin in the high school at Stroudsburg, Pa. She is introducing the study of chemistry.

Madeline Thompson is teaching English and history at Stonington, Conn.

Eva Timmons is taking some English courses at the University of Penn.

Lucy Titcomb is giving violin lessons and studying in Boston. She is helping take charge of the "Working Girls Club."

Mildred Tyler is doing graduate work at Wesleyan University, Middletown, Conn.

Edith Van Horn was married September 10, to Jesse R. Watson. Address, North Woodstock, N. H.

Alice Van Nuys is at home, studying music at Smith.

Emily Van Order is supervisor of music

in Miss Winsor's school, Boston. She is also doing volunteer work in the South End Music School. Address, 171 West Brookline St.

Anna Wallace is principal of a two year high school of sixteen pupils at Proctorsville, Vt.

Edith P. Warner is studying German in Berlin.

Shirley Wattles is taking household economics at Simmons.

Mabel Weld is teaching German in a public school of New City, N. Y.

Eleanor Welsh is teaching English and physical geography in the Ridgewood (N. J.) high school. Address, 104 N. Maple St.

Margie Wilber is teaching Latin and German in the high school at Hobart, N. Y.

Florence Willcox is teaching art and German. Address, 317 Washington St., Hackettstown, N. J.

Elsie Williams is teaching Latin and mathematics in the high school at Bath, N. H.

Marguerite Woodruff is teaching science and music at Croton-on-Hudson, N. Y.

Mary Worthen is managing obstreperous boys on Sunday and Camp Fire Girls on week days.

The following members of the class are taking a secretarial course at Simmons, with address, The Stuart Club, 102 Fenway, Boston: Helen Barnum, Avis Canfield, Pauline Flett, Helen Hawgood, Ruth Higgins, Madeline McCrory, Catharine Chapin, ex-1913.

#### Ex-1913

Ernestine Chase is a senior at Wisconsin University. Address, 823 Irving Pl., Madison, Wis.

Muriel Colbath is in the class of 1914 at the University of Maine.

Ruth Davis was graduated from Barnard in 1913.

Eleanor De Remer has announced her engagement to Shelley Shanklin of Lexington, Ky. She is taking a post graduate course at the Albany School of Fine Arts.

Juliet George is studying pharmaceutical chemistry at the Massachusetts College of Pharmacy, Boston.

Gertrude Griffith was married October 22 to John Jay White Jr., Cornell 1905. Address, Michigan City, Ind.

Blanche Groff is a trained nurse, having received her training in the Massachusetts General Hospital, Boston.

Anne Harwood received her B. S. degree from Simmons in 1913.

Mrs. Carl R. Brister (Mildred Manro) has a daughter Helen, born June 1.

Ella Morse is studying at the University of Minnesota.

Gretchen Oeschger is assistant principal

in the high school at Crary, N. D. She was graduated from the University of North Dakota in June.

Marguerite Shaw was married October 14 to Edward F. Eckert Jr. Address, 541 Norfolk St., Mattapan, Mass.

Doris Sleeper was graduated in 1913 from Toronto College.

[Don't think that 1913 has no more to say! It has, but, sad though it be, the sixty-fourth page is the ten o'clock bell for the *QUARTERLY*, and it should have been within the covers long ago. Editor's Note.]

## CALENDAR

- |          |  |
|----------|--|
| October  | 15—Boston Symphony Orchestra   |
| "        | 18—Meeting of Alpha and Phi Kappa Psi Societies  |
| "        | 21—State Charities Conference. John M. Greene Hall   |
| "        | 25—Group Dance   |
| "        | 27—Lecture by Fernand Baldensperger, Professor of Comparative Literature at the University of Paris; Exchange Professor at Harvard |
| "        | 31—Lecture by George A. Birmingham. Subject: The Stage Irishman  |
| November | 5—Song Recital by Madame Louise Homer  |
| "        | 8—Group Dance  |
| "        | 14—Lecture by Canon Hastings Rashdall. Subject: The Past and Present Organization of the University of Oxford                      |
| "        | 15—Meeting of the Alpha and Phi Kappa Psi Societies  |
| "        | Lecture by Alfred Noyes  |
| "        | 22—Division D. Dramatics   |
| "        | Lecture by Alfred Noyes  |
| "        | 26-28—Thanksgiving Recess  |
| "        | 29—Open Meeting of the Philosophical Society   |
| "        | Lecture by Mr. R. F. A. Hoernle  |
| December | 2—Lecture by Mrs. F. Arthur Strong. Under the auspices of the Latin Department   |
| "        | 5, 9—Lectures by Mrs. Blattner, and Miss Blattner. Under the auspices of the Departments of English, Botany, and Art               |
| "        | 6—Lecture by Alfred Noyes  |
| "        | Meeting of the Alpha and Phi Kappa Psi Societies   |
| "        | 10—The Hoffman String Quartet  |
| "        | 13—Division A. Dramatics   |
| "        | 17—Oratorio: The Messiah   |
| "        | 20—Group Dance   |
| "        | 24—January 7, 1914—Christmas Recess  |
| January  | 14—Fourth Concert of the Course  |
| "        | 17—Meeting of the Alpha and Phi Kappa Psi Societies  |
| "        | 19-28—Midyear Examinations   |
| "        | 29—Second Semester begins  |
| "        | 31—Group Dance   |
| February | 7—Junior Frolic  |
| "        | 14—Meeting of the Alpha and Phi Kappa Psi Societies  |



## NOTICES

All mail for the QUARTERLY should be sent to 184 Elm Street, Northampton, Mass. Please send subscriptions to Miss Snow and material for publication to Miss Hill.

Correspondence concerning advertising should be sent to Miss Edith E. Rand, 3 West 92 St., New York, N. Y.

The dates of publication are November 15, February 15, April 25, July 25, and subscribers who fail to receive their copies within ten days after these dates should notify the business manager, as otherwise the editors cannot be responsible for the sending of duplicate copies.

If upon the wrapper of your QUARTERLY are stamped the words: *Your subscription expires with this issue*, it is time for you to renew your subscription. If you care to subscribe for five years you may send five dollars. Unless notified to the contrary the business manager will assume that you wish your subscription to continue.

Members of the Alumnae Association may combine their dues and QUARTERLY subscriptions in one check or money order.

The business manager asks for the coöperation of the subscribers in prompt notification of change of address.

FLORENCE HOMER SNOW, *Business Manager*.

The Executive Committee of the Alumnae Association announces the following changes in the QUARTERLY Board: Miss Elsie Baskin and Mrs. Alice Lord Parsons have resigned. Miss Sophia Smith, 1913, has been elected in Miss Baskin's place, and Mrs. Kate Morris Cone, 1879; has been elected member at large. Miss Grace Collin, 1896, was elected to fill Mrs. Parsons position and it is with deep sorrow that we learn upon going to press of her very sudden death on November 5.

Do not forget that the QUARTERLY would make a very desirable Christmas or birthday present for some one who is not already a subscriber. Miss Snow will be glad to furnish you, upon application, with a very attractive card printed in white and gold and stamped with the senior pin, which says: "This entitles.....to a year's subscription to the SMITH ALUMNAE QUARTERLY for the year beginning...." These cards may be sent as Christmas cards and will be followed by the next number of the QUARTERLY.

### SENIOR DRAMATICS, ROOMS FOR COMMENCEMENT

Applications for Senior Dramatics for June 11 and 12, 1914, should be sent to the General Secretary at 184 Elm Street, Northampton. Alumnae are urged to apply for the Thursday evening performance if possible, as Saturday evening is not open to alumnae, and there will probably not be more than one hundred tickets for Friday evening. Each alumna may apply for not more than one ticket for Friday evening; extra tickets may be requested for Thursday. No deposit is required to secure the tickets, which may be claimed on arrival in Northampton from the business manager in Seelye Hall. In May all those who have applied for tickets will receive a request to confirm the applications. Tickets will then be assigned only to those who respond to this re-

quest. The prices of the seats will range on Thursday evening from \$1.50 to \$.75 and on Friday from \$2.00 to \$.75. The desired price of seat should be indicated in the application. A fee of 10 cents is charged to all non-members of the Alumnae Association for the filing of the application and should be sent to the General Secretary at the time of application.

By a vote of the trustees of Smith College the available rooms in the college houses will be open to the alumnae at Commencement. The chairman of the committee in charge of the assignments is Dean Comstock, College Hall. Applications for the classes holding reunions should be made to their class secretaries. Rooms will be assigned to as many of these classes as possible in the order of their seniority. In view of the experience of the committee last year, no classes after the one holding its fifth reunion can be accommodated in the college houses. For the five days or less time the price of board will be five dollars. Alumnae to whom assignments are made will be held responsible for the full payment unless notice of withdrawal is sent to the class secretary before June 1. After June 1, notices of withdrawal and requests for rooms should be sent directly to Dean Comstock. All payments for campus rooms should be made at her office, Number 2, College Hall.

### LANTERN SLIDES

The Alumnae Association has a set of 75 lantern slides illustrating college life in general, Commencement, and the inauguration of President Burton. Several views of the newer college buildings, senior dramatics, and college activities have recently been added to the original set. Any alumnae organization desiring the slides may apply to the General Secretary, 184 Elm Street, Northampton. They may also be used by any alumna for exhibition to schools or clubs. The only charge is express and breakage.

### THE NAPLES TABLE

THE NAPLES TABLE has been awarded for the next year to Dr. Caroline B. Thompson, B.S., Ph.D. Univ. of Penn. '98, 1901, and Dr. Rhoda Erdmann Ph.D. University of Munich 1908. Dr. Thompson is at present Associate Professor of Zoölogy at Wellesley College, and is to have a half year's absence; she will occupy the Table from September 1 to December 1, 1913. Dr. Erdmann will arrange for three months at some time during the year. This is the first time that the use of the American Woman's Table has ever been granted to a foreigner. The Ellen Richards Research Prize of \$1,000 has been awarded to the writer of the essay with the *nom de plume* "Arduus ad solem." There was a *little* lack of enthusiasm when this was found to be an English woman—but the work was of such high merit that scientific enthusiasm overcame national feeling. Dr. Smedley, B.S. London University 1904, has held many scholarships and fellowships and has published 18 papers, results of original work, in the leading scientific periodicals. The work for the prize was done in the Bio-chemical Laboratory of the Lister Institute of Preventive Medicine from 1909–1913. Dr. Smedley held the position of Assistant Lecturer in Chemistry in the University of Manchester, from 1905–1909. A prize of \$1000 is again offered under the same conditions as before outlined for 1915.

### REGISTRATION AND NEWS OF OTHER COLLEGES\*

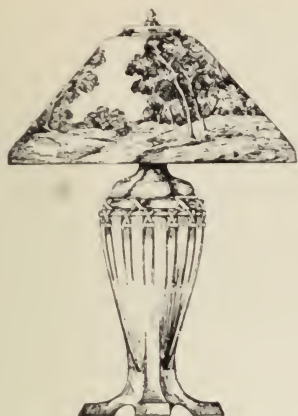
There are registered at Mount Holyoke College: seniors, 167; juniors, 156; sophomores, 202; freshmen, 246. Total, 771. The cost of tuition at Mount Holyoke is \$150 for the year, and the cost of room and board in one of the residence halls is \$200.

There are registered at Vassar College: seniors, 227; juniors, 256; sophomores, 266; freshmen, 323. Total, 1072. The charge to all students is the same; that is, \$150 for tuition and \$350 for board, lodging, and a limited amount of laundry.

There are registered at Bryn Mawr College: seniors, 82; juniors, 96; sophomores, 90; freshmen, 112; hearers, 6; graduate students, 75. Total, 461. The price of tuition is \$200 per year and the price of board is also \$200.

There are registered at Wellesley College: seniors, 293; juniors, 301; sophomores, 333; freshmen, 444; specials, 89. Total, 1460. The price of board and room is \$325.

See page 36 for registration at Smith.



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# The Smith Alumnae Quarterly



Published by the  
Alumnae Association of Smith College

♦ ♦ ♦  
February, 1914

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Volume V..... No. 2

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\*See page 111



# The Smith Alumnae Quarterly

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VOL. V

FEBRUARY, 1914

No. 2

*Entered as second-class matter August 6, 1913, at the Post Office at Northampton, Mass., under the Act of March 3, 1879.*

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## COLLEGE ENTRANCE REQUIREMENTS

EMMA G. SEBRING

Miss Sebring was graduated in 1889, and has been since 1898 principal of St. Agatha, the school for girls founded by Trinity Parish in New York, but since become an independent corporation. She is a charter member of the Headmistresses' Association, an organization which includes the headmistresses of the leading schools for girls in the eastern states.

The very statement of the subject might easily deter many a reader from proceeding further. What new thing can be said on this hackneyed theme? There is nothing new to be said, at least by the present writer. Be this my clear disclaimer that I have anything original to offer! The contentions (the word is used wittingly) here presented are but reiterations of others' views, appropriated as personal convictions by years of experience in preparing pupils for college.

My interests center about three main points: first, the method of admission to college; second, the general scope of preparation, in terms first, of time limits, and second, of subjects and their delimitations; and third, the relation of entrance requirements and college curriculum.

My first thesis is that entrance by certificate and certificate only should be abolished. As a school principal and principle, I confidently assert that no secondary institution of learning can pull itself up and hold itself up by its bootstraps. Pressure from without, the stimulus of standards measured and tested by some authority other than the institution itself, is a requisite to the maintenance of high standards of work and will be such so long as human nature is cast in its present mold. The advertisement by secondary schools of the possession of the certificate privilege as evidence of high standards seems a curious travesty of facts to one who knows the ease with which the certificate privilege is obtained by a school, and the irresponsible, negligent way in which the use of such privilege is administered by the colleges granting admissions by this method. One pupil entering college by examination without a condition obtains for the preparatory school from which the pupil comes the general privilege of entrance by certificate, granted that a few minor considerations, easily met, are satisfied. How can one pupil speak for the work of a school? The privilege, thus easily obtained, is as easily held and is not free from abuse. I have personal

knowledge of the boast of students who have entered college by certificate, that a subject or subjects certified in the admission blank had never been studied in the preparatory school. Even if such unverified statements of irresponsible students may not be offered as proof of the abuse of the certificate privilege, at least they are evidence of easy-going, inefficient methods in college admission by certificate, else such statements on their face would be stamped with incredibility. Responsibility for dishonesty in certificate entrance must in large measure be laid at the door of the college, since efficient supervision of admissions is distinctly an administrative duty of the college. At any rate, the burden of proof of the efficiency and of the integrity of certificate entrance rests upon the colleges retaining this method of admission, and until they have proved by carefully prepared statistics the soundness of their position in this matter, they must remain open to the charge of questionable standards of scholarship and of educational leadership.

Admission by certificate and certificate only, should be abolished, not because the entrance examination is a perfectly satisfactory and final test of preparation for college work, but because certificate entrance as now administered is relaxing in its influence, tending to debase standards, both academic and moral, in the secondary school.

The inadequacy of the examination as a sole test of admissibility to college is receiving wider and wider recognition, and the consequent need of a fuller knowledge of a pupil's fitness for work in advance of the secondary stage is met by use of the school record as a supplementary test. This combination plan of college entrance is undoubtedly the best thus far devised, since it includes the merits of each separate method of admission and is free from the unmixed evils of either method.

As to the entrance examination, unsatisfactory as it may still be deemed by many, it has, during recent years, gained greatly in reasonableness, which, perhaps, covers the whole ground of requirements. The College Entrance Examination Board has done valiant service, not only in unifying entrance requirements, but also in standardizing entrance examinations in point of reasonableness and of efficiency. But even in this admirable institution, the role of dictator long ago assumed by the college in its relations with the secondary school is continued in the composition of the boards of examiners in each subject, the colleges having two representatives and the schools one. In the matter of college preparation, the college has as much to learn from the high school as the high school from the college. The prescriptions and needs of the latter must be circumscribed by the powers and possibilities of the former. Moreover the interests, responsibilities, and experiences of the two institutions and their contributions to the great common cause of social advancement are of equal value and should receive equal recognition in any board considering common needs and common problems. Not until institutional bias, traditional mental attitudes, and

all other academic impedimenta are cast aside and the enlisted parties meet on an equal footing in the interests of a common social service, will our various educational agencies truly advance the cause for which they exist.

Before leaving the subject of examinations, one is tempted to digress into a discussion of the propriety and value of the comprehensive examination as a test for college entrance. It may be well, however, to let Harvard determine the efficacy of this form of entrance test by a fair trial of the New Plan of Admission before venturing upon definite conclusions or attempting a general adoption of the comprehensive examination. Suffice it to say in passing that this type of examination, wisely used, has much in its favor and is well worthy of serious consideration.

My second thesis is that college preparation in the high school should not cover a longer period than four years of four daily subjects each year. The colleges, as arbitrary dictator of what the incoming student shall bring with him by way of preparation, have continually increased their demands. Since parents and pupils have been unwilling, and justly so, to advance the age of college entrance, the schools have had but one recourse, to extend the time of preparation by pushing the preparatory subjects down into the elementary school. What harm in that, is it asked? Great harm lies therein, as testify the colleges themselves, in their outcry against the general lack of intelligence, of general information which should be part of the equipment of every school pupil, of ordinary, essential forms of training in the processes needed in every day life. A well marked tendency in schools, particularly in those comprising elementary and secondary grades, is to cut off one year or even two years from the lower school and to incorporate the lopped-off period in the high school. That means less history, or less geography, or less general literature, less science, less language work, less manual training in the elementary school, and more Latin, more mathematics, and other specifically preparatory subjects in the elongated high school, with the result that pupils are perhaps better prepared for college but less well educated. And this deficiency remains more or less permanent, for the college does not in full measure make good the education which it crowds out of the elementary school.

There has been much said and written and attempted of late in the effort to save time in education by shortening the school stage and getting a pupil earlier into college, technical school, and professional work. This is doubtless possible and probably advisable for exceptionally quick and able pupils, but my school experience of fifteen years leaves me unconvinced that this hastening and condensing process can be safely applied to the average pupil, who far outnumbers the exceptional one. The time element in the growth of mind is as important as in the growth of plants. Healthiness of organism, toughness of fiber, power of endurance, are not the product of the forcing process.



Practically, I am less concerned with the selection of subjects demanded by the colleges for entrance than with their number and dimensions. As an educator and as a citizen, I am profoundly interested in the curriculum of college preparation and of the college course, but I recognize the right of the college to dictate what it shall require for admission. It is the prerogative of the secondary school to say how much educational material it can satisfactorily handle in four years, and the duty of such school not to hand any of this material for treatment to the elementary school. There are those, and schoolmen at that, who disagree with this view, maintaining that the college preparatory course is the most educating course thus far offered. They, therefore, willingly give six years to its completion, and require it of all pupils in attendance, irrespective of their destination after leaving school. But this aspect of the question belongs to the problem of what should constitute college preparation, and is aside from the point under discussion. The present contention is, that if the colleges want any selected list of subjects in such quantity as can be well taught in four years of four subjects each year with daily recitations in each subject, the secondary school can comfortably meet this demand, provided there is reasonable uniformity among the colleges in the subjects required and not an individual list for each college, as in the old days. In point of school economy, the preparatory school can meet this demand and still conduct a general course to educate those who are not going to college.

Present college entrance requirements, however, are in excess of these limits. To meet adequately the most moderate requirements, with the possible exception of the New Plan requirements of Harvard, and one particular grouping of the Smith requirements, in at least one of the four high school years five subjects must be carried and the number of weekly recitations in at least one subject must be reduced below five. The recommendations of Wilson Farrand, Headmaster of Newark Academy, in his paper entitled "The Reduction of College Entrance Requirements," published October 11, 1907, are still in print. As I am in agreement with Mr. Farrand, I quote from his paper.

My first recommendation is that Elementary Algebra should end with quadratics and that the topics beyond that should be relegated to the Freshman work, or to the domain of Advanced Algebra.

My second recommendation is that in Geometry a syllabus of the essential propositions shall be adopted, that "book work" shall be limited to these, and that original work shall be restricted to propositions and problems based upon them. . . .

My fourth recommendation is that Latin and Greek composition shall be either eliminated or decidedly reduced. Composition is of unquestioned value in the mastery of a language and I do not see how any one can teach college Latin or Greek without its constant use, but when it comes to training or trying to train our pupils to write Latin like Cicero or Greek in the style of Xenophon, my observation is that the results do not pay for the labor. . . .

My sixth suggestion and the last that I shall make to-day, is that

the field in Ancient History shall be reduced to reasonable limits. Originally, I presume, the primary purpose of the requirement in ancient history was to illuminate and unify classical study, and it was limited to what we know as the classical period, covering the period of Greece and Rome, down, say, to the death of Augustus. A few years ago the Committee of Seven of the American Historical Association, desiring to provide for the study of the history of the world in four consecutive years, extended the period to include on the one hand the history of the Eastern nations, and on the other the history of Europe down through the time of Charlemagne. It is something of a shock to the old-fashioned mind to find that the study of ancient history must include the rise of Mohammedanism, the discussions of the Nicene creed, and the career of Charles the Great. The plight of the teacher who tries to carry a class over this field in the time that can ordinarily be allotted to the study can easily be imagined. It is a clear case of sacrificing the student to the claims of historical theory. In a recent discussion on this subject, one member of the Committee of Seven said that the enlarged field could be covered in the same time as the old, simply by the omission of unimportant details. This, however, means generalization from a small basis of facts, and this, especially with the adolescent mind, means superficiality. Another member of the Committee in the course of the same discussion, said that this requirement was not put forth as something hard and fast by which we were to be bound, but as a suggestion, an ideal toward which we are to strive. That is the trouble with several of our college requirements. They are put out by specialists as ideals, and the poor pupils and we teachers strain our nerves to attain these ideals, with the usual result that comes from undertaking tasks too great for one's powers—incomplete attainment and superficiality. There are good reasons in favor of requiring a knowledge of ancient history of every student who enters college, but the results will be better, both in the development of the pupil, and in the laying of a foundation for future study, if the ground to be covered is confined within moderate limits.

The question of the quantity of college entrance requirements is thus a fairly simple one, determined by actual experience upon a mathematical basis. The question of what shall constitute college entrance requirements is a far larger and more complicated problem and is essentially social in its nature. It can, therefore, never find a fixed or permanent solution, since social conditions are continually changing.

If I read aright the history of the American college, two factors, more or less identified in their operation, have determined entrance requirements; first, the college curriculum, and secondly, the theory of mental training. The college curriculum has needed a preparatory substratum of certain subjects which constitute the program of the first and second college years, and these subjects, it has been firmly believed, give the most thorough mental training. The culture theory, buttressed by the mental training theory, has in large measure determined the college curriculum. But with the broadened outlook and clarified vision following the advance of psychological and sociological study, both the culture theory and the mental training theory have been challenged in

a way that is leading to their reconstruction. As dispassionate inquiry has probed into the nature of culture, it has been discovered that the culture of one age is but the cast off or outgrown vocations of a previous age.\* Careful investigation has also confidently asserted that the mental training theory as formerly held, is a good deal of a myth. Accuracy, clearness, definiteness of thought, integrity of judgment, soundness of reasoning, are the result of methods of work rather than of subject matter studied. These qualities are habits of mind, acquired through actual practice in all forms of work, and are not the by-product of any particular subjects or studies. Thorough, sound, efficient methods of teaching will give good mental training, whatever the subject of instruction. If this be true, the question of curriculum resolves itself into a problem of social and individual needs.

But the vitalizing and fructifying power of both method and subject is motive, determining purpose and interest. Which furnishes the stronger motive, culture or vocation? What is the value of knowledge? Is it not to determine conduct? What is the relation of the individual to society? Is it not a relation of service?

It is distinctly beyond the province of this paper to discuss the absorbingly interesting topic of cultural versus vocational courses in the college curriculum, although closely related to the subject of college entrance requirements. Suffice it to ask whether our ideas and our ideals of culture may not need revision through a clearer understanding of past and present social conditions, tendencies, and needs, and through a truer knowledge of the social functions of the individual; whether our whole scheme of education in all its forms and stages may not need the revivifying touch of the vocational motive.†

## THE NEW WORK OF THE COLLEGE PHYSICIAN

ADA L. COMSTOCK

DEAN OF SMITH COLLEGE

From the beginning we have had reason to be proud of the physical training given at Smith College. To call it a system of gymnastics, Swedish or otherwise, would be to describe inadequately an institution which grew up as the expression of the knowledge and skill and taste of a most gifted woman. Her respect for the beauty and strength of the body, and her insistence upon the close association of physical training with such traits of mind and spirit as quickness, accuracy, fairness, and courage, made an impression upon class after class of the students who "right dressed" at her vivacious command. In the later years of her work she laid an increasing stress upon health both of body and of mind as the proper concern of the director of physical education;

\* See Croswell, *The One Thing Needful*, *Educational Review*, Feb. 1909.

† See again Croswell, *The One Thing Needful*.



and nerves, as well as muscles, were named in the consultations for which she gave her students frequent opportunity. Such change in organization as has taken place since her resignation has been an attempt to render explicit much that was implicit in Senda Berenson's methods and ideals.

Last year the Department of Hygiene and the Department of Physical Training were united under the name of the Department of Hygiene and Physical Education. Dr. Florence Gilman, for three years College Physician, had leave of absence in order that she might take the Normal course in the Department of Hygiene and Physical Education at Wellesley College. With this special training added to her training and experience in medicine, Dr. Gilman returned last September to the headship of the new department. Her work as outlined has three main objects:—

1. To unite clearly and in fact the work in Hygiene and the work of the gymnasium.
2. To render herself in a thoroughgoing way the College Physician rather than physician to some of the college students.
3. To secure the coöperation of students, heads of houses, and city physicians, so that she may be in constant touch with all that concerns the health of the college community.

It is a fairly simple mechanism by which Dr. Gilman seeks to make evident the connection between Hygiene and Physical Education. The physical examination given every student when she enters college is so conducted as to avoid the duplication necessary when the physician propounded one catechism and the director of the gymnasium another. The gymnasium classes go on as before, but an increasing opportunity is given for corrective work, and in some cases students are withheld altogether from the gymnasium classes and are required instead to carry out an individual program of exercise and rest. Once a week Dr. Gilman meets each division of freshmen and talks to them informally upon subjects of hygiene, striving to make them realize the relation of cause and effect which exists between daily habits and state of health. To improve the health of every student by means of systematic physical exercise and to make every student more intelligent in her attitude toward the whole problem of health is the aim which Dr. Gilman has constantly in mind.

In order to become in a real sense the physician of the College, our College Physician has given up two things generally associated with the practice of medicine—fees and prescriptions. By so doing she removes herself from competition with the city physicians, and establishes with the students a relationship of her own. She holds long office hours, and that the procession of those who seek her advice is numerous and unflagging, I, whose office window commands the door of Tenney House, can testify. She diagnoses, she questions, she advises; but if a doctor's treatment seems to her necessary she sends her patient

to a physician in active practice. By so doing, however, she does not count herself rid of responsibility. She keeps in touch with the case, she consults with the attending physician, she recommends, if it seems to her wise, a change of treatment. Those about whom she feels anxious she sees at frequent intervals, and consultations with parents are not at all outside her field. Relieved of regular practice, she is able to give supervision to all cases of illness in the college, and to devote a good share of energy to that most valuable function of her profession—preventive medicine. So far as strength and time permit she gives the benefit of her judgment and her counsel to every girl in college who comes to her with an ailment; and she makes it easy for that ailing girl to come.

To be omniscient about the health of a little world of 1500 is not possible without the coöperation of the dwellers in that microcosm; and the College Physician must depend to a considerable extent upon reports. Illness is supposed to be reported without delay to the Head of the House and by her to the College Physician. In addition, every physician in Northampton to whom students are likely to go has been supplied with blanks on which, each day, to report the cases which have come to him. These physicians have promised their coöperation; and thus far have cordially given it. To establish in the minds of all members of the college community the realization that the College Physician has a right to be informed of all cases of illness, and to offer skilled and interested advice to all students whose health needs consideration is the object of this division of the Department of Hygiene and Physical Education.

So much for the methods and procedure of this new department in the College. These seem good, and will, we hope, be serviceable. Their success will be to render more vivid and convincing an ideal not denied here or in any other college. The ideal of strength, of steadiness, of command of the body, suffers not from denial but from neglect; and to present it rightly so that its importance may be felt as well as admitted is the real function of our new department. I am by no means convinced that women have less physical endurance than men; and yet, in the circle of my own experience the great obstacle to the success of women in high positions or in large enterprises has been ill health. By overwork and neglect of their physical needs some of the ablest women I have known have defeated their own ambition; and the majority of women exhibit in their daily lives an amazing indifference to the benefits which obedience to the laws of health would confer upon them. Beauty, grace, the delights of physical strength are some of the prizes to be won in the Department of Hygiene and Physical Education, but not foreign to it are the steady nerves and the sane, quiet mind without which living is indeed a fitful fever.

# THE POSITION OF SMITH COLLEGE WITH REFERENCE TO ART AND MUSIC AS COLLEGE STUDIES

H. D. SLEEPER

PROFESSOR OF MUSIC, SMITH COLLEGE

Mr. Sleeper is head of the Department of Music, and the following article states the position of the College in regard to Art and Music. It is of course an answer to Mrs. Howes' article in the November *QUARTERLY*, but is in addition an admirable survey of the history of the two departments and their policy.

The last fifty years have witnessed striking changes in the educational policies of American colleges. The old prescribed courses of study with the primary emphasis upon the classics have given place to the elective and group systems. Departments have been formed and specialists provided as instructors in many branches of study formerly treated superficially or entirely ignored. Facilities for work have been greatly increased and there has been a vast improvement in the methods of teaching. Opportunities for higher education have been opened for women on the same basis as for men.

Smith College from its foundation has taken the stand that both Art and Music are not only allowable but desirable as college studies. The will of Miss Sophia Smith, the founder of Smith College, directs that "higher culture be given in the Fine Arts." The first published statement of the trustees, issued September 10, 1872, contains this paragraph. "More time will be devoted (in Smith College) than in other colleges to aesthetical study, to the principles on which the fine arts are founded, to the art of drawing and the science of perspective, to the examination of the great models of painting and of statuary, to a familiar acquaintance with the works of the great musical composers, and to the acquisition of musical skill." The first Official Circular of the College, issued October 1, 1874, one year before it was opened to students, announces a course of lectures required of all Seniors in "Architecture, Landscape Gardening, Literature, Sculpture, Painting, and Music," and further states that "the opportunity will also be given to students, both before and after graduation, to pursue advanced studies in Music, Drawing, Painting, and other branches of Aesthetic Culture." The first list of teachers, twelve in all, includes two in music. Later Official Circulars state more fully the position of the College in its early days regarding these studies. The statement is made and repeated in several annual circulars, in a paragraph under the general caption "Intellectual Culture," "Optional studies in Art and Music are arranged in connection with all three courses," (referring to the Classical, Literary, and Scientific groups of studies into which the work of the Junior and Senior years was divided). For the first and second years, in which uniform studies were presented for all



students, "Optional studies in Art and Music" might be taken "in place of any study in which one may be prepared to pass an examination." For Juniors and Seniors "Electives in Art and Music," open to all students, were offered, and for the Senior Class the course of lectures in Art, Music, and kindred subjects mentioned above, was required. The circular of 1877 also states, "The study of Art and Music has been made, as will be seen by referring to the curriculum, a part of the regular intellectual work of the College. It is not an extra, and its cost is included in the regular tuition." It mentions again the required lecture course and adds "practical instruction will also be furnished in Drawing, Painting, and Music to those who have the requisite talent and taste for it." . . . "These practical studies in Art and Music are optional studies, but are as truly parts of the collegiate course as are the other optionals with which they are associated." The same circular mentions a thorough course in the Science of Music and specifies that "Practical instruction in vocal and instrumental music will be furnished those only who are already familiar with the elementary principles and exercises of the art," i. e. in the regular course and without extra fee, but any student "at her own expense" is permitted "to make up the deficiency until she is prepared to prosecute the musical work as arranged in the college course."

We here have, explicitly stated, the position of Smith College regarding Art and Music as College Studies, a position which was probably unique at the time among colleges of the first rank, in America, if not in the world, i. e. lectures upon Art and Music were required of all students for graduation; practical work in Art and Music was open to all students as elective work. Elementary practical work in music was not allowed as regular college work but could be taken "outside the required minimum of hours" as the statement appears in later circulars.

Many of us have been delighted that a college of such high standing and so fearless in many ways as Oberlin, has within the past year or two required a course in the "Appreciation of Art" (Art, Music, or general Aesthetics) for all students for the degree of Bachelor of Arts, yet Smith College in its first circular specified such a course. And we are compelled to pay tribute to the wisdom and prophetic insight of the founder, the first president, the trustees, and faculty of Smith College in so emphatically stating this position regarding practical work in Art and Music in the early days, in view of the steady progress made by these studies in the last few years among the leading colleges and universities of the country.

From this position Smith has never receded. The Circular of 1879 stated that an extra charge would be made for practical work in Art and Music, presumably on the ground that the instruction was individual and therefore expensive to the College. This circular once more reaffirms the position that "the intellectual culture attained (by the study of Art and Music) is considered a full and satisfactory equivalent of that which

would be gained from any of the studies which they supersede." The Circular of 1881 states that "the time devoted to Music and Art is counted in the same way as work in the laboratories." In 1883 is published the regulation that "not less than six hours of work a week may be taken in Music and Art,"—counting as two hours. In 1884 comes the statement regarding music that not less than six hours a week may be taken besides the work in harmony, the latter understood as an elementary course in harmony, preparing for advanced courses in counterpoint and composition. In 1891 it appears that Freshmen may receive a three-hour credit in music including one hour of harmony, and that upper classes could receive a two-hour credit for practical work in music.

In 1880, Schools of Art and Music were announced, each with defined courses, covering two years (and later three years) with provisions for graduate work, but the status of these studies in the regular academic course was not changed. In 1903 these separate schools were given up and Art and Music again became departments of the College on the same basis as other departments.

In 1904 the College took a further step in advance. In 1902 Harvard had allowed theoretical work in music to be counted as a subject for entrance to college. Smith logically enough allowed not only theoretical but practical work in music to be counted as an entrance subject. Tufts College, also in 1904, and Mount Holyoke College in 1908 took the same position—a position of great moment to the secondary schools, since it for the first time allowed proper credit for the study of music during the days of preparation for college. The College Entrance Examination Board, covering the eastern part of the United States, accepted music in 1906 or 1907 as a regular college entrance subject, giving credit to Appreciation, Harmony, Counterpoint, Piano, Voice, and Violin, with specifications outlined by representatives of the music departments of Harvard, Tufts, Columbia, and Smith. Many colleges and universities both east and west now allow music as an entrance subject to college, including in some cases institutions in which no work in music is done, such as Leland Stanford University. And many high schools and fitting schools have shaped their work in music definitely to fit the specifications of these requirements. This entrance credit in music has been welcomed most cordially by students and teachers alike, and has gone far toward solving the vexing question of how music can be carried on during the formative and essential years preceding college days together with the studies required for preparation for college.

Smith has not only credited music toward the degree of Bachelor of Arts, but in common with many of our higher institutions of learning has at times conferred the degree of Master of Arts upon graduate students in music who have met the requirements for such a degree. In this regard it has followed the custom of Harvard in making the higher degrees in music Master of Arts and Doctor of Philosophy rather than that of

Columbia and Yale which give the degrees of Bachelor of Music and Doctor of Music for advanced work.

At present Smith College offers eight courses in the theory of art, including history, appreciation, and design, and four years of work in drawing and painting. In music, ten theoretical courses are given, including harmony, composition, appreciation, and history, together with four years work in piano, organ, violin, 'cello, and voice. These latter courses are supplemented by the work of the college orchestra, the choir, and the oratorio chorus, all of which do the highest grade of work in their respective lines. Proper provision is also made for graduate study in music, both the theory and practice. In the year 1912-1913 over four hundred students elected Art, about fifty of whom took practical as well as theoretical work. Somewhat over three hundred and fifty students elected work in music; over three hundred were doing practical work, all of whom, if their work counted toward their degree, must have done some theoretical work as well. The present regulations allow but two hours credit in practical work in art or music during any one semester, totalling not over eight hours of the sixty required for graduation. Not over six hours credit may be obtained in any year in Art, Music, and certain other somewhat parallel courses. Practical work in music must be distinctly advanced in character in order to be counted toward the degree.

The fear sometimes expressed that Smith will in time become a conservatory of Music has no foundation in fact. After its reorganization in 1903 the department increased rapidly, but in recent years it has grown only in proportion to the growth of the College. Furthermore, the regulations and well defined policy of the College discourage from attempting or continuing work in music, to quote an early Official Circular, "those who have not the requisite talent and taste for it." A rigid system of marking with no hesitation in giving conditions when they are deserved, effectively checks the thoughtless election of Music.

I have not the space nor is there any necessity for entering into extensive arguments in defence of the position of Smith College regarding the crediting of both theoretical and practical work in art and music toward academic degrees. The custom is followed by so many colleges of unquestioned standing, and the practical working out of the policy is so generally commended by those who have carefully noted its results that defence seems needless. And yet attention may be called briefly to certain features of art and music study and certain bearings upon the life of the student and of the community which might escape the attention of the chance observer. I must disagree absolutely with much that Mrs. Howes has said in her article in the November *QUARTERLY* regarding the nature of music and its processes of study. A musical idea is as definite and may be as clearly differentiated as one in any other field of thought. Thus, to take the simplest example, the melodic fragment *do, me, sol* can be mentally grasped and can be clearly distinguished from any other



melodic fragment such as do, re, me. And it is only by painstakingly and accurately adding idea to idea and comparing thought with thought that the final aesthetic result of music is obtained. The mental processes of the student of music are as easily defined and as valuable when she is translating printed notes into audible tones as when she is translating German into English. Even in their most mechanical aspects, the processes of accurate music study are not less mentally disciplinary nor less deserving of credit than are many of the processes of certain other college studies, such, for example, as much of the work of the scientific laboratories.

Music is a language. The student who is striving to grasp Beethoven's message is taxing her powers of mind as definitely as is the student who is striving to understand Goethe. The student should not only know the notes in their varied relation of melody, harmony, rhythm, emphasis, pace, and other features of expression, but she must also become familiar with the form and style of the composition and to some extent with the manner and spirit of the composer and very likely with the occasion of the particular composition under consideration, that she may approximate its real meaning. But the student of music goes one step further. Not only must she, from the printed page, grasp the thought of the composer, but she must voice that thought and impress it upon her hearers. She not only is acquiring a "tool," but she is immediately making use of the tool in applying her knowledge and her skill.

Consider for a moment the complexity of the task of reading at sight a piece of music. The eye, the hand, the ear are intensely active, but the various powers of the mind, perception, judgment, memory, and coördination, are at work under the extreme of pressure. There is no mental occupation more taxing and more exhausting.

In passing, may I state that in no college, so far as I know, is practice in Music and Art "*considered* as laboratory work." It is "counted in the same way as laboratory work," that is, three hours of practice is reckoned as the equivalent of one hour of recitation with the requisite preparation, just as are three hours, or more frequently two and a half hours of laboratory work. This is simply a convenient way of book-keeping. Neither practical work nor composition as Mrs. Howes claims, resembles in a marked degree laboratory work. A closer parallel may however be drawn between the processes of language and music, as has already been indicated. In purpose, methods, and results, sciences and the fine arts are for the most part unlike one another.

Mrs. Howes further states that the principles of music are not to be discovered or demonstrated in learning how to perform it. Had I time, I could show that under the proper teaching exactly the opposite is true. I may safely claim that the principles of music are not fully understood until one has learned to perform it. All composers have been performers or have been perfectly familiar with its processes. No mere

listener understands music in the degree in which the performer understands it. The listener feels the thrill, the performer understands what causes it.

I must differ absolutely also, regarding the emphasis upon aesthetic experiences. The trend of the time among educators I believe to be quite the contrary, namely that our present system of education in America is too matter-of-fact, and has swung too far toward machine-like accuracy and has all too much neglected the development and control of taste in aesthetic fields. Let us not forget that Plato would have had all citizens compelled to take part in choral singing for the benefit of their own minds.

There are several very practical but convincing arguments in favor of crediting applied work in art and music toward the school diploma and the college degree. Of these I can mention but two. First, we are fearfully in need of musicians and artists with broad educational foundation. We are constantly the victims of one-sided, half-educated organists, pianists, singers, architects, decorators, and actors as well. The professional school does not broadly educate. Second, the years of the preparatory school and of college are not only valuable for the study of music and art, but are absolutely essential if the student is to make any use of either in later life. If the student must give up his practice in music and art during these eight years, he must as a rule give it up for life.

Happily Smith College is rational upon this subject. It is so advanced that it has of course aroused criticism. But happily also for its position, it by no means stands alone, and happily for my argument Mrs. Howes' tables are in several points incorrect or misleading. It is true that while Harvard has led the Eastern colleges in crediting theoretical work in music it does not credit practical work. The reasons given in Cambridge are usually that with Boston so near it would be futile to establish practical courses in music. It prefers to force its musically inclined students to attempt outside work or to drop college. But it has credited as a substitute for the Junior and Senior years at Harvard, in preparation for the graduate degree of Ph.D. in music, a course at the Conservatory of Music in Munich. And Harvard credits drawing, as a college study and for entrance.

Yale, on the other hand, allows advanced work in piano playing to be credited for Juniors and Seniors toward the degree of A. B., and Columbia has its School of Fine Arts in which practical work in music is actually required as a basis for the degrees of Bachelor of Music and Doctor of Music. Mount Holyoke gives nearly the same credits for practical work in music that are given at Smith, but owing to the system of three-hour courses and the adjustment of theory with practice, in the catalogue the credit seems smaller. Vassar, several years ago, failed to credit practical work in music by a majority of but one in the faculty meeting, notwithstanding opposition to the credit on the part of the president.

Three years ago Wellesley admitted Music as an entrance subject and two years ago by a unanimous vote of the faculty it credited in the minimum two courses in practical music. They are called "Interpretation," but their nature is fully understood at Wellesley. Freshmen at Wellesley have no time for practical music owing to fixed requirements, but "Interpretation" is open to Sophomores and Juniors and will no doubt be opened to Seniors if there is a demand for it next year. In the middle west, Oberlin has credited practical work in music for many years, though on a somewhat different basis than ours. The University of Michigan allows a two years credit for practical work in music, advanced in character. In the University of Wisconsin a student may obtain in practical music five of the sixty hours required for the degree. And finally, the University of Minnesota in its new and carefully revised curriculum makes provision for six hours of practical work in music to be counted toward the undergraduate degree. It is notable also that Amherst, Dartmouth, and Cornell among Eastern colleges give academic credit for choral, orchestral, or choir work.

Among the colleges and universities crediting practical work in Art are Harvard, Wellesley, Mount Holyoke, Columbia, Princeton, Chicago, Wisconsin, Illinois, and Washington University at St. Louis. At Johns Hopkins, the collegiate department *requires* drawing either for entrance or during the college course.

Many other colleges and universities could be cited as giving credit for practical work in music at entrance and in the curriculum and many also in art, but those mentioned are sufficiently numerous and influential to substantiate the belief that the position of Smith College regarding these studies is a sound one. The movement is still in its infancy. Many colleges which have been considering their credits in music in the past few years, Rockford College this year, have inquired regarding the system in use at Smith College, and the results obtained thereby. Only occasionally, as at Vassar, has the action been unfavorable or deferred. More frequently, as at Wellesley, action has been taken which not only strengthens the position of the colleges which have led in this movement, but which has met with the heartiest approval of the leading fitting schools, and which is directly in line with the actively growing movement toward providing in the secondary school curriculum a place, not only for the theoretical study of music, but for its practical study as well.\*

\* See United States Bureau of Education. Bulletin 1913, No. 41. Preliminary Report upon the Reorganization of Secondary Education. Pages 73 and 74.



## OUR GOLDEN WEDDING

MARY A. JORDAN

Golden weddings are not in the required or the elective courses of study in college; they are not prescribed in the law or the gospel, or their ritual set forth in prayer-book, church service, or gift calendar. They are not treated in "Verdant Green," "Tom Brown at Oxford," or "Harvard Studies." Perhaps some Gaboriau of the virtuous passions, or Conan Doyle of the secret saint, will track down their beneficent complicity and law of occurrence. We old ones of Smith College might have known that President Seelye would be a shining mark for one; and all Smith College, old or young, expects signal blessings for him.

Mrs. Seelye's delicate health made any other than a family celebration impracticable. But the windows of the florists' were brilliant with gold in flowers and leaves. A stream of messengers, telephone, telegraph, and United States mail poured congratulations and emblems of happy sympathy into the house. The sons and daughters and "in-laws" helped in the moving scene. Of their solemn and sweet riot, these verses by Professor William Dodge Gray, President Seelye's son-in-law and of our Smith College Faculty of Latin and History, have been shared with us.

### TO FATHER AND MOTHER AT THEIR GOLDEN WEDDING, NOVEMBER 17

To men of Greece, when even Greece was young,  
There came the luring call of distant seas.  
The oars were dipped, before the rising breeze  
The sails were spread, the parting hymn was sung.  
They left behind their dear familiar shore,  
But fire from their city's hearth they bore.

To savage coasts and isles without a name  
They came, across the sands their ships they drew;  
Then homes and temples rose; on altars new  
The sacred spark became a soaring flame;  
However far their weary ships might roam,  
They warmed their hearts before the fire of home.

And when some day of festival draws near,  
On which the founders of their race they praised,  
Again the ships are launched, the sails are raised,  
And back they sail; the walls of home appear,  
With joyous hearts they land, and now they bring  
To their old shrines new wealth in offering.

So we, your children, we have gathered here  
To greet you on this happy nuptial day;  
From your hearth fire we bore the spark away  
That lights our homes, and whether far or near  
Before our hearts the sacred flame shall glow—  
The fire of love you kindled long ago.

The handwriting on the wall of the note room in Seelye Hall summoned the students at nine o'clock in the evening to gather on the lawns about the President's house. The notes of "Alma Mater" brought him to the

front porch; the serenades to him and to Mrs. Seelye, in conventional college form, called out one of his rare and matchless tributes to his wife and to her share in his life and success. As he passed back through the wide, lighted hall he bent his tall stately figure and tenderly kissed her. This white night of nights will stand out a rare memory to all who were there.

## STUDENT WAYS AND MEANS AT SMITH COLLEGE

MARY D. LEWIS

Miss Lewis took her A. B. at Smith in 1894, and her A. M. at the University of Michigan in 1909. Since the latter date she has been instructor in English at Smith. Before that she had been a student in Dresden, and head of the English Department at the Pennsylvania College for Women in Pittsburgh. She is one of the College Directors of the Students' Aid Society.

I have been asked to give an account of the various forms of financial assistance available for undergraduate students at Smith College to-day, and I am the more willing to do this from the frequency with which one hears the question from anxious alumnae or parents of girls about to enter college, "Is it true that Smith is a rich girls' college?" "Should you advise a girl who has to economize to go there?" Most of us, I think, are familiar with the question. Possibly a definite statement in regard to the organized methods for securing money for education at Smith College may serve to answer the query and the implied reproach better than any indignant protest, however eloquent.

It is a significant fact that these organized plans are made and carried out by all the corporate bodies in connection with the College. The Trustees every year vote money for the scholarship fund, administered by the President; alumnae and friends of the College have given sums of money to be used in scholarships and loans, administered by the President and appointed members of the faculty; and the undergraduates themselves not only subscribe to the organizations already mentioned, but have, under the charge of the Secretary of the Association for Christian Work, a most efficient organization for helping students to earn money themselves.

Since writing this account I have received Dr. Burton's Annual Report, in which he speaks of this work under the subject of "Student Expense," but I trust I shall be pardoned some repetition of his statements as it is my plan to tell somewhat more in detail of these various bodies and their work.

When a person anywhere in the world finds himself without sufficient money with which to carry out his plans, there are three legitimate ways by which he may hope to secure it. It may come to him as a gift, he may borrow it, or he may earn it; and what is true in the outside world

is also true in Smith College, with this difference, to be sure, that here these different methods are working together with the effort to be of assistance centered on a comparatively small number of persons.

Under the subject of gifts we may mention the scholarships, inasmuch as, whatever individuals may choose to do in after years, there is no obligation to repay the money. Anyone may read in the catalogue the statement in regard to the scholarships, but that statement gives a small idea of the care with which the names and qualifications of applicants are considered. The scholarships are small ones individually, but are available for 200 students each year, the preference being given on the basis of scholarship and the degree of necessity for assistance. As the list of applicants is always in excess of the resources, it can easily be seen that this may be at times no very simple decision to make. These scholarships are administered by the President after consultation with an advisory committee. The Tenney Residence Scholarships should be mentioned separately. They are ten in number, \$100 each, to be used to meet expenses in living on the campus. They differ from the other scholarships also in the fact that they are awarded by the Faculty Committee with this fund in charge, for excellence in academic standing, not granted to students upon application. There is also a scholarship provided each year by undergraduates, members of the Southern Club.

In addition to the regular scholarship gifts there is an Emergency Fund of varying dimensions, administered by the President. One incident which occurred just before Christmas this year will serve to illustrate the value of this fund. Five days before the vacation a student in the freshman class came to the directors of the Students' Aid Society to see if she could borrow \$50. She had just learned that unexpected circumstances would prevent her receiving that sum, on which she had been counting, and of course there was no time to earn it. The Students' Aid Society does not make loans to freshmen, but she was asked to wait a day and see what could be done. Inquiries were made in regard to the student's record and circumstances and it was found that it would be desirable in every way to help her if possible. Application to the President brought out the fact that a sum of money had just been sent to him for exactly this kind of a situation. It took then a very brief time to make the necessary arrangements and to telephone the student to call at the President's office.

Now if this student had been a member of one of the other classes, and had had the same qualifications, the Students' Aid directors would, after the preliminary investigation, have sent a letter to the treasurer of the society for the \$50. The student on receipt of the money would have signed a note promising to repay this sum if possible within three years after her graduation, without interest, with the understanding that if at the end of that time she could not repay the loan, four per cent. interest would be charged until its repayment.



These are the terms on which loans are made by the Students' Aid Society. The plan of the society is in this way to supply a business-like arrangement by which a student may borrow money for her college needs, without being thwarted by the lack of security at the time of the loan or burdened by the accumulation of interest before she has had at least three years in which to earn money to repay her debt. The treasurer's records in regard to repayment of loans are the best testimony to the success of this plan. Applications for these loans are made to the members of the faculty who are College Directors of the society, at stated times at the beginning of each semester, though as human affairs are not always subject to semester arrangement it is often necessary to send to the treasurer for sums of money at other times. From 30 to 40 students borrow from the society each year sums amounting to between \$3000 and \$4000.

One phase of the Students' Aid work might more properly be mentioned under the heading of a gift,—that is the Sunnyside Free Bed Fund. This money, which is administered by the Secretary of the Smith College Association for Christian Work in consultation with the College Physician, is used in a variety of ways, usually to enable a girl to stay at Sunnyside or at a hospital in case of illness. The undergraduate subscriptions to the Students' Aid Society, which are collected by student directors each year, are always applied to this fund.

Many of the students who avail themselves of the scholarships and of the Students' Aid loans are also making some effort to earn money themselves. Strictly speaking one cannot call the Tenney House a way of earning money. It amounts to this, however, if we may believe the old adage, for by having a room in the Tenney House which costs from \$35 to \$70 a year a student has the opportunity to save much on her living expenses by coöperative housekeeping, for which there are arrangements in the house. Fourteen students have rooms here.

In the Lawrence House, usually known as the Coöperative House, each student earns \$100 reduction from the regular campus price for board and room by giving about one hour a day of service in the house. There are 62 students in this house. This scheme for a coöperative house was the suggestion of the Class of 1908, and a committee from that class is keeping in touch with its working out. This year, indeed, according to the President's Report, they have made up the \$500 deficit which occurred in the year 1912-13, the first year of the running of the house on this basis.

These houses in one sense enable students to earn their way, but the direct methods of earning money come within the scope of the Self-Help Bureau. This society is a student organization under the management of the Smith College Association for Christian Work. The purpose of the Bureau is to furnish a medium between students desiring employment and those who wish work done, and to give advice and help to stu-

dents who are partially or wholly earning their own way through college. It is, in other words, an attempt to organize and make quickly available all opportunities for earning money in college. The Bureau is conducted by the Alumna Secretary of the Association, who has regular office hours for this purpose in the Students' Building.

A student who wishes to avail herself of the help of the Bureau registers with the secretary, who has her fill out a slip stating what work she can do, and giving a schedule of her classes. The benefits begin at once, for at this time the secretary gives her a slip entitling her to the use of the Loan Library. From this library she can borrow from one-half to two-thirds of the books she needs. This Loan Library privilege is also open to any student who has a scholarship or who lives in the Lawrence House or the Tenney House, whether she is earning money directly or not.

The occupations for which the Self-Help Bureau provides cover a wide range, both in their nature and in their remunerative value. I shall not attempt to give a complete list of them or of the rates, but the following examples will give some idea of the scope of the work. There are a few salaried positions under various student organizations, paying from \$10 to \$100 a year. The most sought-after steady employment, possibly, is waiting on table. In this way sixty girls this year are earning their board.

In most of the other occupations arrangements are usually made by the hour. Playing for gymnasium classes and dances brings \$1.00 an hour, tutoring, which can be done by upperclassmen, \$.50 to \$.75 an hour. One of the best ways of earning money is typewriting, especially if the student is familiar with stenography. The rate here of course varies with the skill of the individual.

In other occupations the rates range all the way to twenty cents an hour, the price paid for the largest number of occupations. These include such a varied list as work at the Allen Field, which may mean making sandwiches, waiting on table, or watching at the gates; work in the library, such as sorting and giving out books; cataloguing and sorting papers for members of the faculty; dusting college buildings; sewing; mending; directing and delivering *Smith College Weeklies*, *Monthlies*, and *Bulletins*. This year one student is ready to make fancy cakes or to help people in getting up supper-parties, and another is earning all her expenses laundering dresses and fancy waists. The list might be made much longer but this will give an idea of the variety of opportunities. About 200 students apply at the Self-Help Bureau for work. From a comparison of the lists and statistics it is safe to say that over 300 students avail themselves of one or more of the organizations which have been mentioned.

The danger in giving this account of the opportunities for financial help at Smith College is that some persons may hastily assume that it is an easy matter for a girl to "put herself through college." It is not an

easy matter. Statistics show, to be sure, that students have started with no outside resources, but, to quote from a very successful "Self-help" student, "a girl in order to do this should have practically perfect health, a good brain, untiring perseverance, and the ability to plan her work wisely so that neither her health nor her work will be neglected." Even under these conditions the secretary does not advise a girl to try to earn her living during freshman year if it is possible by staying out a year to gain the necessary sum.

This account will show, however, that there is a growing tendency among girls to regard the problem of earning a college education for themselves as by no means an impossible one. The organization of various means of assistance and the coöperation of the different organizations obviously make this problem far less disheartening than it was a very few years ago. It is possible now to estimate beforehand with a fair amount of accuracy not only the probable expenses but the means of meeting them as well.

The greatest advantage of all, however, is possibly not this, which would ordinarily occur to one first. Of course it is an undoubted benefit to a student to be able to meet the financial obligations of the four years of her college life in a business-like, self-respecting manner much as one would be obliged to meet like obligations in the outside world. But the girl with adequate resources for going through college is, in a way, fully as much benefited, for here as never before possibly she sees at close range, in the experience of an intimate friend, very likely, what it means to economize and to work for what one wishes. The necessary result, whether or not it shows itself, as is often the case, in actual sharing of her own privileges, is a spirit of sympathetic understanding which should help to make her a useful member of society long after she leaves college. To tell the truth the danger in this connection now is not that she will show indifference to the needs of her fellow-students, but that in her eagerness to help she may sometimes be in danger of doing it unwisely.

In short, the college as a whole shows the effects of this fact that so large a proportion, one-fifth, of its students are earning at least a part of their college expenses. I know of no place where there is such an entirely matter-of-fact recognition on the part of persons with means and of persons without, of the truth that the mere possession of money, although a very agreeable fact of existence no doubt, is by no means an essential, and least of all a test.

Moreover, this proportion of students who are obliged to be careful in their expenditure of time and money may also help Smith College to maintain what are generally recognized to be two much needed economic virtues among college students: wisdom and discrimination in spending money and a strong sense of the necessity for honest, capable work, when earning it—in other words, a strong feeling of personal responsibility in its most comprehensive sense.



# WHAT ALUMNAE ARE DOING

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## THE MODERN DANCE MOVEMENT—A COMMENTARY

ALICE MARTIN

Miss Martin was graduated in 1895. She began her career as a teacher of physical culture and gymnastics but became dissatisfied with the mechanical aspect of it and turned to dancing. She has studied in Boston with Gilbert and in New York with Chalif. Last summer she spent in Paris studying with Mme. Théodore of the French Opera and also with a number of the French dancing masters, including Robert, Duque, and Neurman. L'Académie Mondaine de la Danse offered a prize (a bronze medal) for the best ballroom dance created during last year, and Miss Martin entered the contest with the Hesitation Waltz which she had invented a few months previous. She was awarded the first prize. A Frenchman received the second prize, a Portuguese the third, and an Alsatian the fourth. Miss Martin has taught dancing for a number of years in St. Louis, but this winter is coming to New York where she has been asked to teach the Hesitation Waltz.

That all the world should dance seems to be a foregone conclusion now. One wonders if everyone has really gone crazy, as some stern moralists would have us think, or is it just the blossoming forth of a thing that had been lost for many, many years. I, myself, am inclined to think that it is the wonderful discovery by every class of society of the need of a little play in their lives, and now that they have found out what fun it is to play, they want to play and play. One almost thinks that they are trying to make up for lost time.

Of course, everyone went to dancing school as a small child, but in those days dancing did not seem to be a thing particularly related to life, it was more a question of pink ribbons, well curled hair, a freshly starched dress, and other little boys and girls equally immaculate. Then when one grew older, one saw dancing referred to in the Bible or in the classics as a thing of vital importance in relation both to Art and Life; one could not help wondering if it was the same thing that was taught us in our youth, and now just in the last few years we discover that a great big Art has been left to languish for many years.

The schools and colleges were the first to discover that there might be something in dancing as a form of physical exercise. Some of the best gymnastic teachers felt that whereas the training they were giving their pupils was of inestimable value in developing strength and in doing corrective work, something else was needed to lead to greater suppleness and grace. Also there was needed in the exercises a more distinctly artistic appeal, a need to stir the imagination, and so a few tried to see what they could do with dancing. In it they found an immediate and unexpected response from their pupils. Eyes that had been dull brightened, and feet that had been heavy became light.

In the search for new material, the wonderful region of Folk Dancing was explored. Isadora Duncan spoke as a prophet with her marvelous

ideas on the revival of Greek Dancing. The Russian dancers came and took the whole country by storm with their wonderful technical skill, their extreme delicacy of movement, and their vivid power of emotional expression. Then all America woke up and seemed to say to itself, "There must be something in this dancing business, let's see if we can't find out what it is." Being unversed in the art and unable to understand it in its loftier expressions, they seized upon it in its simplest forms and turkey-trotted without end. Last year when the craze first started, it was frowned upon and denounced by Church and State alike; the new dances were mentioned only with bated breath. However, a few bold and adventurous spirits saw something in the new development in spite of the surface crudities and vulgarities, and felt that the movement was worth a little experimental work at any rate; and then apparently a miracle occurred. Upon this rather crude basis is being erected a super-structure of great charm and beauty.

Of course, the foundation of everything in the new line was the Turkey-Trot, but one hears nothing of it now. It is relegated to the limbo of forgetfulness, and in its place has come the One-Step. Then when the world wearied of that a bit and felt that it had graduated from the kindergarten of dancing, it seized upon the more difficult waltz rhythm, and the Hesitation Waltz, with its multi-form varieties was invented. Later, as dancers became expert and demanded more difficult feats upon which to exercise their skill, the Tango was found and seized upon with avidity. In this dance with all its subtle nuances, it seems to me, is but expressed many of the new and interesting art developments of the day. Of course the word Tango is the most misunderstood word in America at present. It is used in this country to cover any rather wild and boisterous dancing, and the number of steps included under the term is practically limitless. As a matter of fact, as I found out after thorough and careful investigation in Paris last summer, the real dance is a totally different thing. In the first place, the Tango has a well established technique, it is not a haphazard dance at all. There are twelve fundamental steps, absolutely set in their execution, which have to be studied and taught very carefully. They are not the kind of steps that one can see at a glance and pick up. They are different and require very close and accurate analysis—almost mathematical in their precision. Each has a fascinating Spanish name, by which it is always called. The twelve steps are as follows:—El Paseo, The Promenade; La Marcha, The Walk; El Medio Corte, The Half Cut; El Corte, The Cut; La Media Luna, The Half Moon; El Chase, The Chase; La Rueda, The Wheel; El Cruzado, The Scissors; El Ocho, The Eight; El Abanico, The Fan; El Frotado, The Shuffle; El Molinete, The Mill. These twelve steps are absolutely fixed in their method of execution—there is one right way of doing them and everything else is incorrect. The one peculiarity about the dance is that, although the music is 2-4 time, the

steps vary in the number of counts necessary for their execution. Some are in two counts, some in three, some in four, some in five, and some in six.

After one has once learned the twelve basic steps there are many subtle nuances to be developed in the method of combination. It is in this that the skill of a good tangoist can be displayed. As an Argentine said to me this summer, "Mademoiselle, every time I dance a tango I create a work of art." Of course, it is a question whether the impatient temperament of the average American will be able to subject itself to the necessary amount of discipline in order to master the twelve fundamental steps. I find a number of American men only want to learn dances that they can, as they express it, "catch on to" by watching.

Furthermore one wonders whether here in America, where our ambition is to exceed the speed laws, we will develop in our bodies a requisite amount of suppleness and languor to allow them to become the channels of expression for the slow expressiveness of the strangely exotic music of South America. It is all very different from the swift lilting swing and objectivity of the Turkey-Trot. The Tango has within it the tremendous power that is developed through self-restraint and control. One feels in it a poise and temperateness almost Greek in its manifestation.

One does not feel in it one single bit of the grace of the waltz. It seems to me that the old dancing masters feel toward the Tango very much the same anger and resentment that a convention bound artist feels toward the Futurist movement in art.

In fact, there is something about the poses of the Tango that is strangely reminiscent of the best Futurist paintings. Of course, no one can predict just where all this is going to lead us. At any rate, we have made wonderful strides since this time last year.

The most wonderful manifestation of it all to me is just this, the appeal that is made to the creative power that lies dormant in almost every human being, if it is not utterly crushed by the discipline of life. Everyone who learns these dances makes them his own and almost unconsciously invents his own combination.

We are told that there is no such joy in life as that of the artist toward his own creation—the pedagogues are always telling us that—and here we have it, on a simple and primitive plane, to be sure. But in all things there has to be a beginning, and people who ought to know better both condemn and criticize it, instead of welcoming it as a means of awakening the world to a realization of the fact that all play should be based on self-activity, instead of watching paid people play for us.



# THE LURE OF INTERIOR DECORATION AS A PROFESSION

AMY FERRIS

Miss Ferris was graduated in 1901 with the degree of B. L. She holds a diploma in design of the New York School of Art, and studied in Vienna, and since 1908 has been a successful interior decorator in New York.

A part of the Feminist Movement, Interior Decoration offers to woman an opportunity to find self-expression in the business world under sane and normal conditions. It bridges over the awful gap between the conservative woman devoted to home duties, and the independent self-supporting woman in the industrial world. It offers a natural outlet for her undisciplined and unrelated energies.

From the scope of questions we have been asked by would-be decorators, it would seem that the lure of interior decoration as a profession makes an appeal to an astonishingly large variety of women. The questions naturally fall into three divisions. The larger group of questioners frankly admits the "Get-Rich-Quick" motive: they have seen women rise to success within a few years without much apparent effort or preparation; they expect to be able to do the same thing. Another group, without any basic business principles, seeks an emotional outlet through the medium of color and form. Still another group is made up of those who, imbued with altruistic ideas and scantily endowed with any special talent, seize upon Interior Decoration as a peg on which to hang their theories of social betterment.

The girl with four years of college training should be equipped with a good foundation on which to build the superstructure of specialized work. The fundamental requirement is an innate love and appreciation of beauty and the ability to convert that beauty to the practical needs of Interior Decoration. In addition, business integrity, that subtle quality which women so often lack, is indispensable.

The only adequate answer to the repeated question, "How shall I prepare to be an Interior Decorator?" has its drawbacks: given a general college course, the student can then specialize in the theory of color and design, the history of literature and art of all nations, a full course in practical psychology, a business course in stenography, accounting and salesmanship, and a working knowledge of the art galleries and museums of the world. There is only one disadvantage to this course of preparation, namely, that upon its completion one would be too old to enter upon an active business life.

The great difficulty that confronts the beginner, never mind how thorough her theoretical preparation, is that she is more trouble than she is worth to her employer. The innumerable questions to be answered and explanations to be made counterbalance any work that she may do for the first six months of her apprenticeship. Interior decoration

being a seasonal occupation, it is impossible to give her valuable training during the dull season, and during the busy season, no one has the time to give it. The weeding-out process is ruthless, owing to the infrequency of finding in one individual the combination of artistic ability and business efficiency.

The idea that the artist fetters art-expression by conforming to true business principles is false. The unsavory reputation of many decorators is caused by their inability to grasp this fact, and their lack of business integrity results in constant financial wrangling with their clients.

Realizing this danger, we worked out a system when we first started in business, of submitting an itemized estimate of costs for every piece of work, which is accepted in writing by our client, before the work is undertaken. This method works out satisfactorily for both sides and the result is unbroken harmonious relations. It is friction, and not over-work, that causes many of the nervous breakdowns of the present day.

The next question, having established a satisfactory business system is: "How does one get a clientele?" The secret of a satisfied client lies in the ability of the decorator to read character, and to give the client the very best that he, temperamentally, can stand. The great epochs of the world produced types which tend to repeat with each succeeding generation. In discussing the furnishing of a home and deciding which of the Lares and Penates to retain or discard, the individual unconsciously reveals whether he is Greek, Roman, Renaissance, courtesan of the French Courts, Georgian, or—saddest of all to deal with—late Victorian! How much easier would be the work of the decorator of to-day, if the parents of her clients had been married at the time of the Georges instead of the illustrious Victoria. The elimination of the machine-carved black walnut atrocities tests her ingenuity to the uttermost.

You ask, "Can you always make people take good things?" I believe that there is an inherent love of beauty in every one, and a tendency to choose good things if that tendency can be wisely directed. You cannot make a New York society woman of the Louis XV type feel at home in the cell of an aesthete of the middle ages, but you can tone down her taste for flaming Du Barry rose and you can curb the sinuous curves in the head-board of the beds and the legs of every chair in the room. In dealing with committees for church and club work, we have the problem of group psychology to meet: after working up a scheme which seems to meet the requirements, it is necessary to win the confidence of the leaders of the group and the others fall quietly into line.

The variety of problems to be met makes the work always interesting. The offices of a large manufacturer in one of the skyscrapers offered an opportunity to work out a decorative scheme to meet the needs of a most exacting business; we were able to make it conform to the requirements of the manager and yet get away from the traditional arrangement

of the conventional office. In working up a scheme of decoration for the offices of an eminent dentist, we settled on warm yellows, in order to give the idea of sunlight in the dark and shady rooms. We had to use all our persuasion to overcome an unalterable conviction that all dentists' offices should be green. Revolution in traditional office equipment is as difficult to bring about as is change in the New York presbytery.

The great majority of clients have good taste and a conception of the results which they wish to obtain. They come to the decorator as to the architect to have their ideas incorporated because they lack the technical knowledge to achieve the desired results.

The work is difficult, exacting, and alluring, but in spite of all the signals which I have set in lurid red, to warn off the timid and incompetent, let me urge those who feel that it is the one work that calls them, to respond fearless and indomitable.

## A PLEA FOR OPEN-AIR SCHOOLS

FLORENCE KEITH HYDE

Mrs. Hyde was graduated in 1897. She taught for some years in one of the Worcester high schools.

Because ventilation of schoolrooms is as yet not a success at its very best (and few schools have the best) every mother should understand the benefits of open-air schools and how these benefits may be secured at small expense of time and money by school authorities. The purpose of the open-air school is to provide continuous fresh cool air of normal moisture, that brains may be kept clear and active, without the stupefaction due to "close" air.

The term "open-air school" includes the school in the open, the school in the simple shelter, and the open-window room. All three types are found abroad where the idea originated. In Springfield, Massachusetts, a group of anemic children, whose condition is mainly due to insufficient nourishment, is cared for daily; they are fed, given a nap at noon, and study in a pavilion with canvas awnings to shut off wind, snow, and rain. In that city also a group of well-to-do children is taught in an open-window room, with a lunch of warm milk and biscuits at recess. The School Department furnishes the housing and equipment for both, but the Society for the Prevention of Tuberculosis provides the food for the poor children, and private arrangement feeds the others. Army blankets worn over the outside clothing and frequent exercises keep the children warm. Almost no colds occur, and whereas they lagged far behind in their studies when in the regular schools, these open-air children easily "make up to grade" and steadily improve in health.

Providence, Rhode Island, where the open-air school movement began in the United States, devotes a whole building to this purpose; New York has equipped twenty public school rooms as open-air rooms within the



last year, and the school authorities in Worcester, Massachusetts, started one last winter. It is this kind of open-air school which should interest all mothers. It requires little alteration and expenditure, and an intelligent and concerted effort of only a few mothers to persuade the school committee to equip such rooms would soon bring results. Even a vigorous child is less liable to colds and infection under the favorable conditions of such a school. With all the efforts for effective ventilation the air of an ordinary schoolroom becomes vitiated, and the consequent inertia makes many a child seem dull and discouraged who becomes alert and able with the supply of oxygen of the open-window room. Not only the anemic but the normal child is benefited. At the Horace Mann School in New York, where Miss Mary Lewis has organized a successful roof-school, the children do the work of two sessions in a shorter time and have afternoons free for out-door play.

It was the practical need of my own little step-daughter which roused my interest in this subject. With a phenomenally rapid growth after the age of four, and a tendency to abscesses of the ear, she bloomed out-of-doors but wilted in the house. Determined to provide her with a physique that would carry her through adolescence, I attacked the problem of her primary school work. A south-east upstairs porch, boarded in up to the rail to keep the floor warm, and glassed in on the south and east with windows that could swing upward and be attached to the roof, made a schoolroom, protected north and west by the house itself. It was equipped with lap blackboards which could be held or hung on the wall, and adjustable desks and chairs screwed to platforms on castors. After some intensive visiting of schools and seeking advice from Miss Lewis and others, I bought some Kenwood rugs made especially for children studying in the open air, and began to teach my daughter and two other children.

Frequent exercises kept the children warm, although the rugs are admirably adapted for protection against even the coldest weather. Some of the windows were closed sometimes to keep out wind and snow, but there was no heat at any time. A long recess was accompanied by a luncheon of warm milk and biscuits. The physical benefits were marked, and in the one session a day, the children did the regular grade work, although they began two weeks later than the regular school.

We think money well invested in summer camps and sleeping porches, and otherwise show our appreciation of pure air, but during the years of preparation for Nature's re-creative work by which our boys and girls must be molded into men and women, are we not often starving their blood and nerves, and preventing any accumulation of reserve vitality, by letting them spend four or five of their working hours in vitiated air, with brains half-alive, curiosity blunted, and receptivity passive, and that too, during the best play time of the day? If the terrible "white plague" will die in the open air, why should not our little ones be allowed all of the life-giving, strength-building oxygen we can get for them?

# CURRENT ALUMNAE PUBLICATIONS

COMPILED BY NINA E. BROWNE\*

The editors of the *QUARTERLY* will greatly appreciate the coöperation of all the alumnae and non-graduates in making these lists complete. Kindly send any contributions of your own to Nina E. Browne, 44 Pinckney Street, Boston, and notify her of any other current publications which you recognize as the work of Smith alumnae or non-graduates. It is necessary each quarter to send the copy for these lists to the *QUARTERLY* before all of the July, November, February, and April magazines are out, therefore Miss Browne will consider it a favor if alumnae who know that work of theirs is to be published in one of these issues will notify her of the fact, giving the title of the contribution.

- Davis, Fannie S.** 1904. Crack o' dawn *in* Atlantic, Nov.—Ghosts *in* Harper's, Nov.—The poet rebukes his flatterers *in* Century, Jan.
- Dunton, Edith K.** 1897. Mr Arnold Bennett in Paris and elsewhere *in* Dial, 1 Dec.—Nancy Lee's spring term by Margaret Warde. Phil. Penn. pub. co.
- Elmer, Edith.** 1900. (Mrs Wood) Four Washington alleys *in* Survey, 6 Dec.
- Fairgrieve, Amita B.** 1912 and **Helena F. Miller** 1910. Purple and fine linen. N. Y. French.
- Hastings, Mary W.** 1905. (Mrs Bradley) A culprit cupid *in* Harper's, Nov.—The small town girl *in* Woman's home companion, Jan.
- Hazard, Grace W.** 1899. (Mrs Conkling) A Beethoven andante *in* Century, Jan.—To Elsa *in* Century, Nov.
- Humphrey, Zephine,** 1896. The edge of the woods. Chicago, Revell.
- †**Kerr, Mina,** 1900. Faculty service in the student association *in* the Association monthly (Y.W.C.A.) Aug.
- Keyes, Mary W.** 1899. Celebrating Christmas in the country *in* Home progress, Dec.
- Ormsbee, Mary R.** 1907. On the level *in* Lippincott, Jan.
- Perry, Jennette B.** 1886. (Mrs Lee) The woman in the alcove *in* Ladies' home jour., Jan.
- Phelps, Ruth S.** 1899. A rhyme of boats *in* St Nicholas, Aug.
- Shaw, Adèle M.** 1887. The day's work of a public school teacher *in* World's work, Nov.
- Jenkins, Anna S.** 1890. (Anna Spalding, pseud.) A college girl's camp in the Canadian Rockies *in* The great lakes, Chicago, 2 Oct.
- Tinker, Grace E.** 1894-96. (Mrs Davis) Mary Eliza's wonder life. Boston, Sherman, French.
- Van Kleeck, Mary.** 1904. Working conditions in New York department stores *in* Survey, 11 Oct.
- Wild, Laura H.** 1892. Efficiency and the rural school *in* Survey, 19 July.
- †**Wood, Georgia.** 1892-93. (Mrs Pangborn) Cara *in* Harper's, Jan.—Masquerade Island *in* Scribner's, Dec.—Robin Hood in Collier's, 8 Nov.—"The toy's little day" *in* Harper's, Dec.

\*Notification of omissions or corrections is requested. Copies of the publications are wanted for the Alumnae Collection.

†Already in collection.

## LET US TALK OF MANY THINGS

**WHAT DID IT COST YOU** "What did a college year cost you?"—"My daughter could never get along at Smith, now, on less than a thousand dollars a year!" This question and statement are what alumnae hear on all sides. And also—"Smith is for the rich girl, only!" Now, loyal alumnae, come forth all who can and refute this most appalling accusation, give us your records if you have them, that by careful, comparative investigation this false impression may be dispelled!

Is it the general increase in the cost of living, or the greater opportunities for a larger and broader life that our sisters of to-day are clever enough to find and take up, that has brought upon our beloved Alma Mater the unfortunate rumor, (1) that unless a girl is poor enough to be compelled to help herself through college, Smith is to-day a college for rich girls only? (There is no middle class) (2) that the students use and demand more money for their expenses than did those of twenty, fifteen, ten, or even five years ago? To answer the first part of this much discussed question calls for a careful study of exact figures of the pecuniary demands of the students now in college. With this in view, an authoritative investigation among the undergraduates, which will be of value not only to our own college but to other colleges for women, is under consideration.

For the answer to the second part, however, the *QUARTERLY* is the most fitting place from which to appeal to the alumnae to aid in refuting the accusation. Without definite figures little of value can be done, although the question seems a simple one.

One of the greatest difficulties in finding the exact amount of expenses is the personal equation, and to that must be added the lack of early training of choice and training in keeping accounts. Clothes and traveling expenses are also variable quantities. Are they to be counted in to the college expenses? Clothes every

girl must have, whether at college or at home. Some claim they had more than if they had stayed at home. From many others we hear quite the contrary. Do we not all remember the party gowns, fur sets, or opera cloaks that appeared at many social functions at which the owner was not present? And what of the hat which—like the boats on Paradise Pond or the tennis courts at Allen Field—was taken possession of at the hour for which she had signed up, by that one of its many owners who, as gay promenader or as junior usher, most needed its finishing touch?

As for transportation, the initial expense of the freshman from California more than equals the several round trips for the year of the freshman from New York, Boston, or towns east of the Mississippi.

A few alumnae ranging from five to fifteen years back, present statements that in some cases eight hundred, in some seven, and in several six hundred dollars covered all expenses, clothes and travel included. Some report that five to six hundred dollars covered their expenses excluding clothes and travel. These records are from girls who shared in college activities, academic, social, and religious. The estimates cover board and tuition, which until four years ago amounted to four hundred dollars, except for such girls, on or off campus, as lived in extra priced rooms. The other expenses to be met by the approximate monthly sum of forty, thirty, twenty, or ten dollars, were for books and stationery, laboratory fees, class, house, and society dues, church, pleasure trips, theaters, concerts, the urgent repairs of shoes and clothes, and the minor extravagancies of the girl away from home.

Some students had kindly-cruel parents who required cash accounts to be kept and submitted to them before the next installment of the much coveted greenbacks was forthcoming. To these as to all others who kept any records, let me address the following questions, and beseech that if



those same hard-kept accounts are available, they or exact copies of the precious documents be sent in order that the reputation of Smith College may ever be that of a college for young women wishing to add knowledge to virtue without paying too high for the privilege.

I. What did you pay for board and tuition?

II. What were your expenses, exclusive of board and tuition? Did this include music, art, or laboratory fees, books and stationery bought for college courses?

III. What amount did you spend for class or society dues and "pin-money"? (Clothes and traveling expenses are omitted for obvious reasons.)

IV. Did this sum vary appreciably from year to year in your course?

(Names received with the records will not be published.)

Let the postman at Northampton be kept busy in the near future, bringing the records to

ALMA BAUMGARTEN (1898),  
8 Bedford Terrace.

After reading Miss Nina E. Browne's interesting article entitled "Caps and Points," in the November *QUARTERLY*, I beg leave to say a few words in reply, thereby putting myself on record as one of the conservative party in this question. Some time ago a writer in the *Atlantic Monthly* told the story of a young mother who wished not only to teach her children from the same text-books that she had used in her childhood, but even to point out the words to them with the same hatpin which so often had guided her eyes along the page. While we who cling to the older fashion of "caps and points" should scarcely go to such lengths in our devotion to "what we have always done," yet there is perhaps something to be said in favor of the established custom. To adhere to what is old merely because it is old has no particular merit; on the other hand, we would carefully weigh and consider the claims of a new style in typography before adopting it in place of one which for so many years has proved satisfactory.

To begin with, what precisely is gained, in clearness of meaning or in appearance, by dropping capitals from "all words but those that begin a sentence or are proper names"? Take for example this title: "The flowers of Japan hold a fête *in* Vogue, 15 June." Granted that the reader can easily understand that the fête was not held in *Vogue* nor anywhere on the date mentioned, still is not the sense a trifle obscured if such a question arises in the reader's mind? Therefore, does it not simplify matters to set apart the title, which is complete in itself, by the capitalization hitherto universally used? Should "the page under fire, made up entirely of titles, . . . look like a signboard if printed with capitals," it would then more fully serve its purpose than now when the average reader must read it with the best of care in order to interpret it. A signboard is designed with the express object of catching the eye of the hurried passerby, and must be clearness itself. So, if capitals would make this page look like a signboard, why so much the better for that. Since, as Miss Browne tells us, "our modern forms of spacing, paragraphing and punctuation" were evolved "to enable the eye to recognize more quickly words and their relations," why should we return to a form so similar to those old forms, wherein words and sentences were run together and capitals were used or omitted as the writer, or the printer, fancied? Is this a change for the better?

As to the use of points, most publishers agree that it should be as sparing as possible to preserve the sense and clearness. But let me cite once more the last list of "Current Alumnae Publications": "What should the bachelor's degree represent? *in* Proceedings of Southern assoc. of college women." Why put the printer to the trouble of employing a separate font for the one small word "in" when one much smaller comma of the same font would do the work? Again, why put a period after "assoc." when in another title of the same list it is omitted after "Mrs"? Consistency, they now say, is the hobgoblin of small minds; yet the old proverb must hold true in any system that would be accurate.

The question of the general appearance

of the page is after all largely a matter of taste, and I can say only this: is it wise to make this radical change while the established form is thoroughly acceptable to the majority of eyes? Indeed, even Miss Browne confesses to having to screw up her courage in order to use the new form. At any rate, until the whole *QUARTERLY* is printed in adherence to this new form, assuredly it does not enhance its good appearance as a magazine that this one page should differ so widely from the other pages—a good appearance, by the way, of which every alumna should be proud, and jealous.

LUCY L. C. BIKLÉ, 1898.

**VOCATIONAL GUIDANCE OR VOCATIONAL TRAINING?** Presumably, alumnae (whatever our present interests and our pursuits) are united in the satisfaction with which we see the opening to women of vocations, or occupations, in addition to teaching, and united also, in our conviction that this multiplication of opportunities must result in an increase of personal fitness and of personal efficiency. Obviously, however, we are not yet agreed as regards the attitude of the college toward these "vocational" openings. On the one hand, there are some conservatives among us who conceive that the college has no new responsibilities; at the other extreme are the radicals with their propositions for reformed curricula: for domestic science and stenography classes or for electives grouped with exclusive reference to the secretarial or dietitian's or decorator's career which is to follow on the college course. In my opinion, our women's colleges are to be congratulated on their resistance to these suggested changes. The introduction of professional, or vocational, courses should be opposed, not primarily from arguments for or against the "cultural value" of these courses but, quite simply, on the ground that the four college years do not now suffice to "turn out" students who are—every one of them—well drilled in the fundamental intellectual operations, well informed on vital subjects, able to express themselves with precision in their own tongue and in the

foreign languages, acquainted with scientific procedure, and trained to think. Until we have far more satisfactorily and more generally attained these specific purposes of the college of liberal culture it is worse than futile to propose the introduction of any courses, however valuable in themselves, which will divert students from the courses in history, the sciences, the literatures, mathematics, philosophy, and the other fundamental subjects. And since the student may often better fulfil her own deep-lying purposes by choosing her studies from year to year, and not at the outset of her course, it is unwise to press her to an arbitrary, early choice of her after-college pursuit.

Although I may seem, by the expression of this opinion, to have ranged myself with the hopeless reactionaries, I still believe very firmly that the colleges should play an important, if subordinate part, in the "vocational movement." In the first place, as Professor Elizabeth Adams suggested in an address delivered in 1911 before the Association of Collegiate Alumnae, the colleges can incite and foster in their students a professional attitude toward all their work. In the second place, even while they discourage the premature choice of a "career" they can do more than they now do toward aiding the student who has already made choice of a vocation, toward adapting her courses to her special end. Finally, the colleges can lay before their students information about the new occupations and can offer them counsel concerning their own fitness for special pursuits. Our Alma Mater, like Wellesley and Mount Holyoke, is to be congratulated on her entrance upon this new path, by way of Miss Florence Jackson's vocational conferences and interviews with students. Miss Jackson (Smith 1893) is well fitted by her successful teaching both at Smith and at Wellesley to appreciate the college point of view and her present position as head of the Appointment Bureau of the Women's Educational and Industrial Union in Boston, makes her an expert along these lines. Vocational guidance, rather than vocational training is what the college should give.

MARY WHITON CALKINS, 1885.

Must the Alumnae SECRETARIES, Notes be crowded out? ATTENTION!

How is it possible for all the alumnae news to be squeezed into the allotted space in the QUARTERLY? That is the problem that needs particular attention just now. In making up the November QUARTERLY, in order to keep within bounds one hundred 1913 and fifty 1911 notes had to be cut out, while poor 1897 had to be cut in half.

Something must be done. It is a poor "reward of merit" to inflict punishment on those alumnae who respond the quickest. I speak from the bitter experience of one who has endeavored to smooth down the ruffled plumage of many who did not get into print.

I wish all the other suffering secretaries—(and if you didn't suffer last November, your time may be coming!) would speak up and produce some ideas for this problem. Out of many suggestions something *must* evolve. Otherwise what will happen when 1914, 1915, 1916, and 1917—1500 strong—have "joined the fine alumnae band"?

The size of the magazine cannot be increased without raising the price, and the editors do not see how they can cut out any of the other departments. Of course the secretaries might do more or less eliminating before they send off their reports but that would discourage ever so many from sending news about themselves if they were not doing anything unusual, and when we are begging for news of our classmates regardless of what they are doing this method would not seem very consistent. Besides, too much judicious weeding out would make the news sound as cut and dried as a druggist's prescription and who could find pleasure in that?

Some ways and means have been suggested.

One is that the QUARTERLY issue two alumnae note supplements—in December and May—at an additional price of fifty cents a year, or a little less. In this way those who were satisfied with twelve or fifteen pages of notes could go on as before and those who wanted to know everything about everybody could get their fill.

Another suggestion is that only notes

relating to QUARTERLY subscribers be printed. This, however, seems hardly worth considering. We want to know what our friends are doing, whether they subscribe or not, and we refuse to suffer from a lack of information because of their shortcomings!

A third suggestion is that those classes whose notes cover more than two pages pay from their treasuries for the extra pages at cost price—\$3.50 a page. This would affect chiefly the big recent classes, and especially in November when the answers to class letters are coming in.

Personally I am in favor of the \$3.50 extra page tax. From December to May is a long wait for "extras." (But please, dear editors, if under such a two-page-limit rule several blank pages went begging, couldn't you divide the prize among us spendthrifts?)

MARGARET TOWNSEND, 1911.

(EDITOR'S NOTE.—The editors of the QUARTERLY have yet to see any blank pages going begging; in fact, if every class took advantage of its full two pages of notes the bounds of the QUARTERLY would already have been overstepped by six pages, without any of the other departments having had a chance to appear. Nevertheless, there must be some way in which there could be figured out a scale of charges for extras that would not bear unfairly on anyone. Let us hear from everyone, whether class secretary or not, who has any suggestion to make regarding the problem of the alumnae notes. Material for the April issue must reach the editor in chief before the middle of March, and the sooner good suggestions are received the sooner can they be acted upon. Why does not someone suggest that the subscription price of the QUARTERLY be raised to \$1.50?)

The college woman in the country town—that is what I have been for thirty years. What is it my neighbors have most wanted of me, general culture or home economics? Judging from their preferences as shown in the club which we have maintained together for nearly that length of time, it is undoubtedly culture. They want poetry, and vistas of history and travel; they like a winter of Queen Elizabeth and Shakespeare, and winters on the Stuarts, and one on the beginnings of New England. Of recent programs "The Lake Poets" and



"Scotland" were particularly successful. One on Vermont, pursued in preparation for the town's celebration of its one hundred and fiftieth anniversary, was nearly as good.

In the early days of the club, for two or three years, we added to the winter's program a month of meetings in which the local doctors talked to us about hygiene and proper food; we tried a mother's club, and investigating and reporting on the town's schools; but none of these efforts at being practical were very enthusiastically met or well attended. Now and then we have spent a winter on topics of the time and, in addition to what we could get from books and current literature, have had specialists from away and from Dartmouth College nearby to speak to us: a speaker on social settlements, John Graham Brooks on vocational training, and a representative of the Consumers' League. Mr. Brooks struck fire, but in the main such lectures have been respectfully but not enthusiastically listened to.

Of the speakers that are remembered as models of what we like, Bliss Perry is a notable example. I had heard him lecture on "The Later Poetry of Tennyson" at an Alpha meeting, he being then an instructor in English at Princeton. The lecture fitted a program on "The Victorian Writers" which the club was following, and he came here. Fifteen years later, when he was editor of the *Atlantic Monthly*, he came twice again, to lecture on Kipling the Poet of Imperialism and on Robert Louis Stevenson. Many of those who heard him were not in a position to realize his distinguished place in the world of letters: the very great impression which he made was by the moral and intellectual force which radiates from his personality. "Why can't we have him come again?" has been recently asked. Henry Austin Clapp, the dramatic critic and lecturer on Shakespeare, came to us several times in the early history of the club. The effect he produced was profound. Dean Hodges is another favorite, and addressed us several times when he was a college preacher at Dartmouth. Professor Charlton Black on Stevenson and Barrie, Professor Copeland who read to us from the Bible, both

were truly appreciated and admired by the plain people who heard them.

The old magic works: the real thing in literature is of universal appeal, the best is none too good for women up in Vermont. Cut off as they are from good music and fine art, their outlet is through books. Not to keep house better, or to run the schools, or to vote, but to fly away once a week on the magic carpet of a fine story, a splendid poem, a bit of romantic history, or a traveler's tale, is what my neighbors expect me to help them to do. The club is for inspiration and outlet, and something pleasant together, so I am delicately given to understand. "We think so much of your education," one said in excusing me from some onerous committee work.

This winter there are sixty-seven members in the club, and judging from the past an average of forty-five will be present each Monday afternoon during the five months that the club lasts. Almost a third drive in from outside, some four or five miles. There are all ages, from eighteen to eighty, all conditions, and of varying degrees of intelligence and education. The common ground on which they meet is of necessity very high up. If I had been trained in college by courses in home economics to preach "the doctrine of a controllable environment," I do not believe they would hold together as they do, the common ground would not be high or broad enough, we should have exhausted the subject and all its allies long ago. What is controllable in their environment by me is what they shall think about once a week.

As a matter of fact, my neighbors are practical housekeepers of the well-known New England type, thrifty, tidy, and skilled in doing their own work. If they were not, they could never in the world get around to devote Monday afternoons to literature, and the additional time needed for getting ready their several parts in the program.

Besides their ability in carrying on their private domestic affairs, they are skilled in preparing and serving food at all sorts of public functions, afternoon teas and "gentlemen's night" suppers at the club, and church suppers forever; in presiding,

also, and ushering, and looking out for each other's comfort and that of their guests. Some members of the club think they can do these things better than they can read aloud or select reading matter for others, and the divergence of gifts is accepted as redounding to the general good. The social side of the club has always been strong. Along with a liking for the best literature, a common taste for tea has been a powerful agent in holding us together.

There are of course conceivable communities where this foundation of domestic efficiency is lacking. Here in Vermont last year a home missionary visitor, Smith College she was, too, found the people of the locality to which she was assigned, so poor, so low down, and so ill-fed, that she declared that they needed not prayer-meetings and Sunday Schools so much as someone to teach them how to cultivate the soil and prepare nourishing food. She herself found her spirit fainting on a diet of soda biscuit and potatoes. And at the other end of the scale, in the cities and large towns, are the daughters of the well-to-do, who for lack of proper training in estimating and practicing the economies of the home, go to seed emotionally, and lack the natural healthy appetite for culture which goes with hard work and the much complained-of limitations of a domestic career. So I make my bow to the advocates of home economics.

All the same, being what I am and my neighbors being the accomplished women that they are, I feel more sympathy with Mrs. Day's article than with Mrs. McKeon's in the April *QUARTERLY*.

KATE MORRIS CONE, 1879.

**AN EXTRACT  
FROM 1905's  
NOTES** \*So we merely spent  
the day at Hankow,  
getting on board the  
Luen Ho, bound for  
Shanghai, that night.

We were about the only first-class passengers on board.

All the first-class cabins, dining-room and the rest are on the top deck; below

are tiers and tiers of decks devoted to freight and Chinese. There were thousands of them on our boat; it was like a noisome bedlam beneath us.

I wonder if you remember from your geography days how rapid the Yellow Yang Tse is? We had cause to realize it. At many of the ports along the way the steamer does not stop. It merely slows up, mid-stream, and the native sampans, filled with hundreds of Chinese, start at some distance above the steamer, and let the current swing them down so that they come bumping against its sides, to which they hook themselves, while the passengers clamber up—no ladder, no gang-plank, just a wild scramble.

At one place half a dozen sampans came swirling along together, filled with noisily shouting human freight. We were all watching from the upper decks. "Don't they capsize sometimes?" I asked the captain. He shrugged his shoulders and said, "Sometimes," as if it were hardly worth mentioning.

The word had scarcely left his lips when there was an increase in the volume of shouting, and one of the sampans turned completely over, and went down under the others. Neither it, nor anything that was on it came to the surface again so far as we could see. Not the slightest attempt was made to save anybody; the dark water swallowed them all at a gulp, the rest of the sampans discharged their burdens, and swung on in the darkness with as little concern as if the lost sampan had been a bag of kittens.

"Why did they make no attempt to save those people?" I asked. "Too many people in China already," was the reply. And, it seems, if you rescue a man from drowning you have to support him the rest of your life, if he demands it.

At Shanghai, as we were finishing dinner, the boom of cannon startled our ears. Everybody rushed from the dining-room to the roof-garden. It sounded like a large sized and insane Fourth of July—popping and banging from the direction

\* This is an extract from a letter from Mrs. Chandler to one of her friends. It was sent in as a 1905 alumnae note but the editors have ventured to print it in a more prominent place in order that alumnae not members of 1905 may be sure to see it. A further report of Mrs. Chandler's journey will be found among the 1905 notes.

of the arsenal, and in the native city three huge fires painting the sky, and threatening to wipe out everything within the wall. All in the settlement as unwarlike as could be imagined, all immediately around us as peaceful as an afternoon tea, and, hardly two miles away, the roar of cannon, the blaze of devastating flames, and in the midst of it certain bloodshed!

Suddenly shells began to whiz and whistle around us. Everybody stood aghast. There had been rumors of anti-foreign feeling, but they had been flouted. . . . After a petrified second there was a grand stampede, all rushing madly inside the hotel. . . . The shelling lasted only five minutes, but they were a five minutes that most of us will remember.

LUCIE TOWER CHANDLER, 1905.

**AN ELECTOR SPEAKS** \*I have been serving as one of the Boston electors this fall. Some years ago I had the same experience, and I have been drawing comparisons between the old and the new methods. The present system seems to throw far greater responsibility on individual branches, and therefore on the electors. By the old plan, each branch could send in two names. Now it can send only one, which makes that one selection of even greater importance. Yet we do not seem to have evolved the best method of making this important selection.

The correspondence which the Boston electors had with all the other branches during the fall made us realize the value of conference, but the awkwardness of conducting it by mail was discouraging. New candidates kept appearing on the field until there was an embarrassment of material, and it seemed easier to plan trustees for years to come than to select the one most needed at the present time. Perhaps that is what the framers of the new plan intended, but I am of the opinion that an informal gathering of electors at

Commencement might be of very great assistance.

Objections suggest themselves at once: the crowded hours of Commencement and the inability of distant electors to be present, for instance. Every elector, however, will have a reunion to tempt her at least once during her six-year term; among three electors one might be returning each year, or, if not, the councillor from the branch, some accredited representative, or even a letter, could report to the general gathering.

At such a meeting the general situation could be considered, the peculiar needs at the time as to the locality to be represented, or the classes from which to draw. Then, on the other hand, each branch could mention the names and characteristics of alumnae who seemed eligible for office, including younger women whose time was perhaps not ripe, but who should be in the minds of the electors as future possibilities. Informal discussion, with some sifting of names, might give the "sense of the meeting," and at least eliminate some candidates for the time.

It is sometimes said that a branch proposes some local candidate merely to get her name before the alumnae. Now that we have only twenty-four votes, it seems to me a distinct waste for a branch to use one of those twenty-four for such a purpose. Of other candidates it has been said, "She has been proposed over and over again." Both these conditions could be avoided by such a meeting of electors as I have suggested, and at the same time the names of local women could be emphasized until the time seemed ripe to present them to a wider circle. It would often be possible for the electors to meet at Commencement some of the candidates previously not known to them.

I do not believe it would ordinarily be advisable to hold such a meeting every year, but perhaps next June some preliminary topics could well be discussed,

\* This is an extract from a personal letter written by Miss Porter to one of the executive committee. The matters of which she writes are of such interest and importance to the alumnae that the executive committee, or board of directors as it is now properly called, has obtained her consent to publish the letter in this open forum of the *QUARTERLY*. What do you think of her suggestions, have you some of your own, or are you quite satisfied with the facilities which the electors now have for informing themselves concerning possible candidates? The columns of the April *QUARTERLY* are at your disposal.



such as the duties of trustees (if one of the present members of the board could give her time to enlighten us), methods of educating the uninterested alumnae of the branches to appreciate their responsibility, the need of appointing electors who are contemporaries of those eligible to the trusteeship, rather than very recent graduates, and so forth.

As I have said, the framers of the present plan of nominating trustees may have wished for a scattering vote, and until the plan has been tested by several elections it may seem wise to leave the branches to their own devices. Nevertheless, this one election has proved that the electors

do wish to communicate with each other, that they are either eager for advice or anxious to forward the interests of some local candidate, that many branches have decided opinions of their own, while one, at least, did not vote at all because of distance and ignorance of conditions, and that a large number of efficient alumnae were actually voted upon throughout the country, although only one vacancy is to be filled. A meeting of electors this June would seem a logical outgrowth of the autumn's work among the branches. Does anyone agree with me?

EMMA E. PORTER, 1897.

## NEWS FROM NORTHAMPTON

### THE BULLETIN BOARD

**VESPERS**—Since October, the speakers have been as follows: Dean Charles R. Brown of Yale, Dr. Wilfred T. Grenfell of Labrador, Dr. Lyman Abbott, Reverend Jason Noble Pierce, Professor Elihu Grant, Bishop Davies of Springfield, Dr. George A. Gordon, President Burton, Dr. William E. B. DuBois, Dr. Booker T. Washington.

**CONCERTS**—Three of the concerts in the college course have been given before almost the largest audiences ever assembled in John M. Greene Hall, and have aroused the greatest enthusiasm. October 15, the opening concert was given by the Boston Symphony Orchestra, with Professor George C. Vieh of Smith College as soloist. Mme. Louise Homer gave a song recital November 5, the Hoffman String Quartet on December 10, and on January 14, Fritz Kreisler gave a violin recital.

The Wednesday afternoon recitals have included a chamber music recital by the Elsa Fischer String Quartette of New York, an organ recital by Professor Sumner Salter of Williams College, and one by R. Huntington Woodman of Brooklyn, a song recital by Miss Mary E. Williams assisted by Miss Blanche Goode, a recital by Professor Sleeper assisted by Mrs. Fothergill and the College Glee Club. An admission was charged to this for the benefit of the fund to send delegates to the Student Volunteer Conference at Kansas City.

**THE ORATORIO**—December 17, the Messiah was given in John M. Greene Hall by the combined musical forces of Smith and Amherst Colleges. Last year the Amherst College Chorus and the Smith College Choir joined in giving St. Paul under the leadership of Professor Bigelow of Amherst. The plan worked so well and the performance was so successful that plans were at once made to repeat the experiment this year.

Professor Sleeper of Smith College conducted the Messiah. The chorus numbered two hundred, one hundred and thirty-five being girls. The orchestra included about 30 Smith and Amherst students and 15 Boston players. Eight joint rehearsals were held in Greene Hall, the Amherst contingent coming over in special cars. Eminent soloists were secured. The performance was distinctly successful, producing so deep an impression upon audience and participants alike that many requests have been made for an annual production of the Messiah in December with perhaps a second oratorio to be given in May.

**LECTURES**—The following lecturers have visited college:

Professor Baldensperger, Professor at the University of Paris and Exchange Professor at Harvard, under the auspices of the Department of French; George A. Birmingham, whose subject was "The Stage Irishman," under the auspices of the

Department of English; Alfred Noyes, who gave a series of three lectures on "The Future of Poetry" and "The Peace Movement," under the auspices of the Department of English; Professor R. F. A. Hoernlé, whose subject was "A Philosophical Examination of Democracy," at the open meeting of the Philosophical Society; Mrs. Elise J. Blattner who gave a series of lectures, the subjects being "Japanese Art and Industries," "Japanese Gardens," and "The Nô, the Classic Drama of Japan"; Professor Francis W. Kelsey of the University of Michigan, under the auspices of the Department of Latin, on the subject "St. Peter and St. Paul in Rome"; Miss Ellen Gleditsch of Christiania University, Norway, on the subject "Radioactivity," at the open meeting of the Physics Club; Professor Friedrich von der Leyen on the subject "Neue Richtungen in der Deutschen Lyrik," under the auspices of the Department of German; Professor J. A. Parkhurst on "European and American Observatories," under the auspices of the Department of Astronomy; M. André Bellessort on "Le Culte de Jeanne d'Arc dans la France Contemporaine," under the auspices of the Department of French; Canon Rashdall on "The Past and Present Organization of the University of Oxford," under the auspices of the Department of Education.

FACULTY NOTES—Professor Churchill gave an illustrated lecture on "Present Ideals of American Painting."

Professor Schinz went to Princeton as the representative of Smith College at the dedication of the Graduate School.

Miss Louisa Cheever of the Department of English attended the annual meeting of the New England Association of Schools and Colleges, held at Harvard University, November 1.

The degree of Doctor of Laws was conferred on President Burton by Hobart College where he delivered an address on "The True Administrative Point of View" at the inauguration of Rev. Lyman P. Powell as its president.

Professor Julia H. Caverno, Associate Professor Sydney Deane of the Greek Department, Miss Gragg, Miss McElwain, and Miss Richardson of the Latin Depart-

ment represented Smith College at the annual meeting of the Western Massachusetts section of the New England Classical Association held November 8 in Springfield.

Professor Gardiner gave a paper entitled "Eucken's Contribution to Religious Thought" before the Hampshire Ministerial Association at Amherst, November 18.

In the next *Yale Review*, Professor Mary A. Jordan will review T.H.S. Escott's book, "Anthony Trollope, His Work, Associates and Originals."

Miss H. Isabelle Williams of the Department of French delivered a lecture on "An Old-Fashioned French Boarding School" at the Abbott Academy in Andover, December 6, and a lecture on "Venice, a Walled Town of the French Riviera" at Rogers Hall School in Lowell.

Professor Charles D. Hazen of the Department of History lectured to the cadets at West Point, December 20, the subject dealing with some of the leading figures of the French Revolution.

Professor Elizabeth K. Adams of the Department of Education, took part in a debate before the Smith College Club of New York, December 6, the subject being "Shall the cultural college for women offer vocational courses?" Miss Adams has been elected a member of the new Alumnae Council of Vassar College.

Professor Henry N. MacCracken of the Department of English had an article entitled "Fourteen Short Religious Poems of the Sixteenth Century" in the *Archive*. The first of a series of Woodfire Talks at Yale University was given by Mr. MacCracken December 15, on "The Starting of a Library." Professor MacCracken's edition of the Works of Chaucer has recently been published by the Yale University Press.

Professor John S. Bassett of the Department of History read a paper before the American Historical Association at Charleston, S. C., December 25, on the subject "The Development of the Popular Churches in the United States after the Revolution."

Miss Barbour of the Greek Department, Miss Gragg, and Miss McElwain of the Latin Department attended a joint meet-

ing of the American Philological Association and the Modern Language Association at Cambridge, Mass., December 29, 30, and 31.

Miss Wood and Miss Barney of the Department of Mathematics attended a meeting of the American Mathematical Association at Columbia University, December 30 and 31.

Professor Sleeper attended the meeting of the Music Teachers' Association held in Cincinnati.

Professor Emerick of the Department of Economics had an article entitled "The Struggle for Equality in the United States" in the December and January numbers of the *Popular Science Monthly*.

Miss Dale of the Department of Music will give a recital at Bedford, S. C. on February 2.

Professor Mary Augusta Jordan will read a paper at the February meeting of the Classical Association in Hartford.

At the meeting of the American Philosophical Association held in New Haven, December 29-31, Smith College was represented by Professor Gardiner and Professor Cutler of the Department of Philosophy. Professor Gardiner read a report he had made on "Early American Philosophy." Professors Gardiner and Pierce attended the meetings of the American Psychological Association held in New Haven at this time.

**ATHLETICS**—The 1914 basket-ball team is as follows:—homes, Harriet Prutsman, Rosamond Holmes, Dorothy Whitehead; guards, Helen Wyman, Dorothea Simmons, Dorothy Williams; centers, Isabel Hudnut, Eleanor Edson, Elizabeth Zimmerman. Elizabeth McMillan has had to give up active membership in the team but will continue to act as captain.

The 1915 team is as follows:—homes, Helene Behrens, Adèle Glogau, Janet Van Sickle; guards, Esther Paine, Esther Eliot, Katherine Park; centers, Madge Hovey, Edith Foster, Mary Ann Cornelius.

From the *Weekly*:

It should be of interest to the students of Smith College, and especially to those to whom basket-ball appeals, that, in the new Spalding book of basket-ball rules, there are articles by Mrs. Abbott, Miss Kissock and Elizabeth McMillan. In addition,

the illustrations of correct and incorrect positions and playing are all taken from the 1913 team.

**ELECTIONS**—The 1917 Class officers have been chosen, and are—President, Nancy Hunt; Vice-president, Augusta Gottfried; Secretary, Dorothy Hamilton; Treasurer, Mary Hudnut. Katharine Groesbeck was chosen 1917 Song-leader, and Dorothy Gibling her assistant.

Josephine Murison, 1914, is college song leader for the year.

Mildred Fraser, 1915, was chosen to fill the place of club-house manager at the resignation of Ila Miller, 1914. Two additions have been made to the *Weekly* Board:—Dorothy Cerren, 1914, was elected to the new position of Associate Editorship, to conduct a "department of outside news." Annie Cooper, 1915, was elected as the new Assistant News Editor.

The delegates from Smith College to the Student Volunteer Conference at Kansas City were Mira Wilson, Edith Bennett, Dorothy Browne 1914, Helen Frey, Juliet Staunton, Amy Green, 1915; Alice Houston, Augusta Patton, 1916; Marion Fratt, 1917. Miss Mary L. Benton of the Department of Latin was the faculty member of the delegation.

Miss Katharine McClellan, 1882, entertained the senior class at a most delightful Hallowe'en party, October 29.

The Alpha Society took in the following members from the junior class, Adèle Glogau and Eleanor Park. The Phi Kappa Psi Society took in Marion Walker, Mary Louise Ramsdell, and Betsey Sharkey from the junior class.

**SENIOR-JUNIOR DEBATE**—The subject for the debate to be held sometime in February between the senior and junior classes is: "Resolved that an International Court of Arbitral Justice is Practical." The members of the first teams are: Helen Moore, Margaret Farrand, Hannah White 1914. Katharine Vermilye, Sophie Gibling, Hyla Watters 1915.

**DRAMATICS**—Division C presented "A Scrap of Paper," November 22. Division B presented "Cousin Kate" December 13. French Club has given: "Le Médecin malgré Lui," "Le Jeu d'Amour ou du Hasarde." The Alpha Society has presented



"Don," "The Great Divide," and "The Playboy of the Western World." The Phi Kappa Psi Society has given "Beauty and the Jacobin," "Lady Windermere's Fan," and "The Silent Voice." Vox Club has presented "The Playboy of the Western World," and "She Stoops to Conquer." "Gunstige Vorzeichen" was given by the German Club.

SENIOR DRAMATICS 1914—At the final trials for "The Tempest," the following cast was chosen:

Alonso, Rachel Hoge; Sebastian, Helen Worstell; Prospero, Nadjy Rost; Antonio, Helen Keeler; Ferdinand, Elizabeth McMillan; Gonzalo, Agnes Remington; Adrian, Francisco, (Lords) Ruth Hellekson, Lillian Clapp; Caliban, Dorothy Upjohn; Trinculo, Harriet Prutsman; Stephano, Marion Freeman; Boatswain, Ruth Tomlinson; Miranda, Elizabeth Bancroft; Ariel, Louise Ball; Iris, Grace Kramer; Juno, Florence Paltsits; Ceres, Eleanor Edson.

The mariners and spirits will be chosen later in the year.

COUNCIL NOTES—At the meeting of October 21, it was decided that the use of all rooms in the Students' Building with the exception of the Alpha, the Phi Kappa Psi, and the Press Board Rooms, will be open to all clubs free of taxation.

The Council sent flowers from the college to President-emeritus and Mrs. Seelye November 17, the date of their Golden Wedding Anniversary.

At the meeting December 16, it was decided that a standing committee be appointed to be at the service of the Dean and the Registrar, to assist them in entertaining visitors to the college.

THE SUFFRAGE DISCUSSION CLUB—A petition for a suffrage club was voted upon at the Faculty Meeting, Nov. 12, and it was decided that a club might be formed by the students for the purpose of study and discussion, open to members of the three upper classes without regard to their attitude toward equal suffrage, and that there should be no affiliation of this club with organizations outside the college. The speakers whom the club may wish to address them must be selected with the advice and consent of President Burton or such Committee as he may designate.

This club held its first meeting December 12. The following officers were elected: President, Agnes Morgenthau, 1914; Vice-president, Adèle Glogau, 1915; Secretary, Elka Lewi, 1915; Treasurer, Marion Everitt, 1915.

The cabinet of the club consists of the officers and Elizabeth Carpenter, head of the membership committee, Eleanor Park, head of the literature committee, and Irene Boardman, head of the committee to arrange meetings.

In reference to the Point System the president will count 4, the treasurer 3, and members of the Board 1.

CHRYSANTHEMUM EXHIBITION—The annual exhibition of chrysanthemums at the Lyman Plant House was more than usually beautiful this year. There were 190 plants in 90 varieties. In connection with the exhibition three wonderfully fine pictures of the collection, taken by the new color-photography process were shown.

### THE MUNICIPAL CHRISTMAS TREE

Northampton had a very beautiful Christmas tree on the sloping ground in front of College Hall. From the lower branches to the tip it was ablaze with colored lights and on the tower of College Hall was an immense star. President Burton's house was brilliantly lighted as were College Hall, Forbes Library, and all the buildings about, and the true Christmas spirit abounded. To quote from the *Gazette*.

The triangle at Elm and West streets was one mass of people and after the lights flashed forth from the tree the children in the public schools started Christmas carols. There was a chorus of nearly 600 voices.

The singing about the tree continued with brief intermission until 10:30, when the Christmas pageant under the direction of Mrs. Everett Kimball was presented in the Academy of Music.

At the close of the pageant the people assembled again about the tree and sang hymns to the accompaniment of the band, and at midnight came the significant and effective features marking the close of the celebration. For three minutes before midnight silence was observed, and, on the first stroke of the midnight hour, a bugle was sounded from the college tower and the church bells rang out the

glad tidings of Christmas day. The general illumination of the tree was extinguished, and was replaced by the lighting of the words, "Lo, I am with you alway," which extended across the tree near the top, but had been hitherto screened and unlighted. From the center of the star on the tower a powerful searchlight was directed upon the text, and the people united in singing the closing hymn, "Adeste Fideles."

### THE NOTE ROOM

It is simply impossible to breathe again the atmosphere of the college just where we left off breathing in the last *QUARTERLY* and proceed in an orderly and chatty fashion to the date on which we go to press, because, forsooth, the most enveloping bit of atmosphere on the campus has descended upon the college on that very date, and so we must perforce put the cart before the horse and begin at the end—although not the *very* end as many a pessimistic student fears—and mention mid-years. Indeed to be honest, we must confess that this morning when we awakened there was a sudden clutch at the throat and one minute of horrifying fear; then a sudden wave of relief. Ah no! the wide, wide world has us in its caressing arms and those fanged mid-years are working their woe on another generation. The distress is intense this year; open marks have shown the mighty student how vital these ten days in January may be. 'Twere worth ten years of peaceful life, —though the first of February will not find all youthfulness departed from the college. They will come out of it alive, and probably kicking at the results. The freshmen have evolved an entirely new system about warnings and flunks, of labyrinthine complication,—such as the children of our day never dreamed of, and we doubt not it would be news to Miss Eastman herself. The official bulletin board is a hectic place, where great turmoil of soul prevails. "'Miss Delphina Dexter 1917'!" My dear! if there isn't one for my room-mate! It's blue, though. Goodness, I'm glad it isn't white! Let's not tell her about it till after her Latin test. I wonder if I'd better not open it. Perhaps I might start packing her trunk if she really has flunked out." So devoted

room-mate turns over the fateful card, and reads, "Please go to the office of the Dean some time this week to receive your copy of the *Bulletin*."

But freshman troubles are soon over, and the sophomore smiles indulgently as she hears their excited chatter. She does not worry about being flunked out, for she has learned how indispensable to the college she is; she is occupied with a secret task, a weighty problem which must be discussed in quiet corners. She is making an Alpha list! It is a work of love, but also of great discretion and much weighing in the balance; when it is done she feels that the affairs of the nation are at last settled. But even her thrills over the First Five must yield to the general interest in student government discussion. Of course this is nothing new or startling; probably the question comes up every year just as regularly as the Keep-Off-The-Grass signs appear in the spring.

In the midst of these puzzling problems, the academic mind has been happily taken off its own concerns to devote itself to the seas of Wonderland, and to wander in Sherwood,—in Sherwood, about the break of day, though all this occurred at four o'clock in the afternoon. Ever the more, ever the more, we heard the winds and the waves roar, and we quite forgot about the "Nineteenth written" to-morrow, and the jam and bustle of the Note Room seemed miles and years away. Alfred Noyes came, and came again, and yet a third time; and each time the rafters of John M. Greene Hall echoed a heartier applause, and a still larger audience listened while the poet read his masterpieces or lectured on "Poetry and Religion" and "War and Peace." He quite won the heart of Smith, as he won that of Dartmouth last year.

On the night of President Seelye's golden wedding anniversary, nearly all the girls in college went up to his house on Round Hill to serenade him. He came out on the porch with Mrs. Seelye, and expressed his appreciation in a few ringing words. So the freshmen had an opportunity at least to see him, and everybody felt that he was as much as ever a part of the college. Then again on the eve of Christmas

vacation the whole crowd serenaded both Presidents with Christmas carols.

Serenading indeed has played a prominent part in activities lately. After each of the course concerts, the soloists have been enthusiastically sung to, much to their apparent delight. On one occasion, that of Mme. Homer's concert, zeal ran so high as to cause some confusion; but the spirit of the serenaders was appreciated by the singer.

The general subject of song has had no small share in the Note Room talk. There have been many cries for more college songs and many pleas for better singing of those that we now have. The Rally Day song contest is to be revived this year and what a grand good thing that is. The *Weekly* urges everyone "to get busy and hand in her songs to her class song leader." And speaking of song leaders—at last they are all elected, and for the benefit of the alumnae who had the misfortune to graduate before the song leader was such a personage we quote the call to arms for 1917 which appeared in the *Weekly*:

1917, this is your golden opportunity! Whether you are tall or short, thin or stout, graceful or awkward, try for song leader. It is the chance to discover your latent potentialities. Great geniuses—musical, dramatic, acrobatic—are often discovered in trials.

The Suffrage Discussion Club is fairly launched, the Sophomore Reception has come and gone and for the matter of that so has Christmas vacation, and when everyone came back even the shadow of mid-years could not quite dim the joy of a Paradise perfect for skating. There is coasting too and all the other bracing sports of a real sure enough college winter. There are also two new tea rooms: the Lonesome Pine on Henshaw Avenue, and the even newer tea room in the Alumnae House. Remember them both when you come back to Washington's Birthday!

A very general interest has been shown in the International Student Volunteer Conference held at Kansas City during the Christmas vacation. Eleven representative girls from Smith attended the conference, and brought back enthusiastic reports, and it is evident that our stu-

dents have a very intelligent and up-to-date attitude toward missions.

Both the *Monthly* and the *Weekly* have been full of interesting contributions. In the latter, one hard-working girl advocates a "speed limit even in the pursuit of knowledge." (She is speaking of the rush for the front row.) And an editorial in one number is entitled "Ethics of the Note Room." Dear, dear! have we Note Room ethics too? Who would have suspected it?

The editorial in the very last *Weekly* is on the "Atmosphere at Mid-years," and it is unusually good. To quote a few sentences:

Just because the atmosphere of the College is bound to become absorbed at mid-years is no reason why we should let it become hectic. On the contrary we ought to do all in our power to keep it sane and healthy. . . . If we kept thought about examinations out of our general intercourse, nervousness would to a great extent die of loneliness. For our own comfort, for that of our neighbors, and most of all for the classes that come after us let us strive to make the atmosphere of the mid-year examination period a help instead of a hindrance in the work that is before us. It would be an achievement of some value if we could control the atmosphere of mid-years this year so that 1917 and the classes that come after may know it only as sane and normal, and a helpful factor in preserving a healthy balance during the period of extra work. This need not prove a Utopian theory. It is well within the limits of practical attainment, if we but earnestly determine to achieve it. A little thought, a little concerted effort, a little common sense, and what has been a burden can become a motive force.

If everyone read these words and then went on Sunday to vespers and sang all the verses of that most beautiful hymn that we have all loved since we were freshmen—"Dear Lord and Father of mankind, forgive our feverish ways"—we are sure that all the college is fortified against even greater terrors than any mid-years in all the academic world. S. L. S., 1913.

#### THE S. C. A. C. W.

The S. C. A. C. W. has this year the largest membership in its history. Numbers alone do not mean everything but they serve to indicate interest, and it is



gratifying to reflect that with these large numbers is coupled the ideal toward which the Association is always aiming—that every member should take some active part in the Association work. All the eleven departments show a healthy and normal increase in size and activity. President Burton has paid the Association the honor of mentioning it in the annual catalogue of the college and also in his annual report to the Trustees. More and more the office in the Students' Building is becoming an executive center for the S. C. A. C. W. itself and for the use of the Cabinet officers; and a beginning has been made in providing office furniture that is dignified in appearance and also a safe and convenient means of storing records and other material used in connection with the growing business of the organization. It is hoped that alumnae will learn to use this office to keep in touch with the religious and philanthropic life of the college, just as the students are doing. The General Secretary is there until twelve every morning and is always glad to see alumnae when they are in Northampton or to hear from them by letter.

### BIOLOGICAL HALL

The appropriation of \$140,000 by the Trustees for the construction of a Biological Hall met one of the most crying needs of Smith College. Hitherto, the Departments of Physics, Zoölogy, and Botany have done all or a part of their work in Lilly Hall, a great deal of congestion and inefficiency ensuing. With the completion of the new building, the Zoölogy and Botany Departments will have a building which will meet every need of the departments in the best way possible, while Lilly Hall will thus be left entirely to the Physics Department.

The hall will be three stories high, built of brick with brown stone and terra-cotta trimmings. The main entrance is in the front of the building, facing the library, and there is also an entrance at each end and in the rear. The building is 130 feet by 57½ feet with an additional lecture-room at the rear of the building which is 44½ by 43½ feet. The steps and stairs are marble and the floors in the corridors

are of terrazzo tile. The building is to be completely fire-proof, of cement and steel construction throughout.

The rooms, over forty in number, are about evenly divided between the Zoölogy and Botany Departments. They are to be used as offices, laboratories, lecture and study rooms, and the like. The rooms for botany are all on the side of the building toward the Plant House and those for zoölogy toward the Students' Building.

The largest room on the first floor is the lecture room which is common to both departments and which will seat three hundred. The floor of the room is slightly elevated toward the rear. There are no windows facing the lecturer but the room is well-lighted from the sides. There is to be an especially fine arrangement for projecting on a screen pictures of all kinds, microscopic and ordinary lantern slides.

The zoölogical museum and the botanical museum are also on the third floor. The anthropological laboratory, the director's office and laboratory, a drawing room, the landscape gardening room, the botanical laboratory, and the botanical lecture-room are the other rooms on this floor. The laboratories are all planned to meet the needs of modern biology and equipped with everything used in the work. One of the great advantages is that every course in the departments has a separate laboratory.

On the second floor are the herbarium, the entomological laboratory, a zoölogy lecture-room, the invertebrate zoölogy laboratory, a botany laboratory, and a botany and zoölogy library. The library is common to both departments with study alcoves on either side, one for zoölogy students and one for botany students. There is also a special room for a collection of portraits and books on the history of botany. This is an extremely fine collection, one of the best possessed by any college in the country.

On the third floor are the laboratory for the elementary anatomy and physiology, vertebrate and comparative anatomy, embryology and experimental physiology; a research laboratory and individual laboratories and offices for teachers.

In the roof space reached by a small

stairway from the third floor is the photo-room. This scientific photographic gallery is another new and important feature of Biological Hall. The room is very well lighted with both natural and artificial

lights and joined to it are a dark room and a printing platform.

In the basement are a cold storage room, a stock room, an algae room and zoölogy laboratory. M. B., 1914.

## THE ALUMNAE ASSOCIATION

### NOTES OF THE ASSOCIATION

In accordance with a vote of the Alumnae Association in June, 1913, the Association became incorporated in December. As a corporation the by-laws provide for a president, two vice-presidents, a treasurer, and a secretary, and a board of five directors, of which the officers are *ex officio* members. This board of directors has all the duties of what was formerly known as the executive committee. The revised constitution and by-laws, necessitated by incorporating, may be found in the 1914 Alumnae Register, pp. 10-15.

The Board of Directors, at a meeting held in Northampton, January 17, voted that the president and secretary be asked to appoint a councillor and delegates to the association and council meetings of the A. C. A. in April, 1914. It was also voted that these delegates be asked to formulate a plan for appointing future delegates and present it to the council of the Alumnae Association in June, 1914.

Littig and Company of New York City have produced for the college a number of beautiful etchings (17 in. x 28 in.) of the main section of the college. The attention of the alumnae is called to the fact that these etchings may be had upon application to the Secretary to the President. They are not for sale but will be sent free of charge to individuals, college clubs, and high schools on the one condition that they be suitably framed and hung.

### THE COMMITTEE OF FIVE

The Committee of Five met in Northampton on January 14, 15, and 16. The members of the committee were Mrs. Edgerton Parsons (Alice Lord, 1897) of New York; Ethel Gower, 1898, of New Haven; Mrs. William Noyes (Lucia Clapp, 1881) of Jamaica Plain; Mrs. William Mac

Dougall (Charlotte Stone, 1893) of Washington; and Helen Forbes, 1912, of St. Louis. The Committee had interesting meetings with the President, the Dean, the Faculty Conference Committee, the Heads of Houses, the Faculty Committee on Recommendations, the Student Council, and Miss Wright, the General Secretary of the S. C. A. C. W. A full report will be published in the April QUARTERLY.

### LOCAL CLUBS

The Western Massachusetts Branch of the Alumnae Association held its annual meeting October 18, 1913, at the new Alumnae House in Northampton.

Miss Leona May Peirce, 1886, of Springfield, Mass. was elected nominee for alumnae trustee. Miss Georgia Lyon, 1903, of Chicopee was elected councillor.

The club voted to have a concert as a means of raising funds for the year. The committee in charge has accordingly arranged for a concert to be given by five members of the Boston Opera Co. on the evening of February 4, 1914.

The Smith College Club of New York had a large meeting at St. Agatha's School, 553 West End Avenue, on December 6, 1913. The club chose as its candidate for alumnae trustee Miss Marguerite M. Wells, 1895, of Minneapolis, Minn.

A debate on "Vocational versus Cultural Training in Women's Colleges" was held with the following speakers: on the vocational side, Mrs. Peter J. McKeon, ex-1897, leader, and Miss Elizabeth Kemper Adams, Professor of Education at Smith College; on the cultural side, Mrs. Clive Day, 1895, leader, and Mrs. Benjamin A. Howes, 1891. After the debate Miss Grace A. Hubbard, 1887, and Miss Mary Van Kleeck, 1904, commented briefly on the topic under discussion.

An odd-even basket-ball game was played on January 24. Each member was privileged to bring as a guest some girl who was considering entering college.

The Minneapolis and St. Paul Association of Smith College Alumnae held its annual meeting in October. The club numbers one hundred and eleven members.

The holiday luncheon was held on December 29 at the Leamington, Minneapolis, fifty-five members attending. Professor Levensen of the Department of Philosophy of the University of Minnesota gave a very interesting talk on what is expected of women, emphasizing the expectations in reference to college women in particular.

Mrs. John S. Dalrymple (Bernice Barber, 1910) is the president of the club. She spends six months of the year in North Dakota during which time Florence Fuller, 1910, vice-president, takes her place.

GEORGIA LYON, *secretary*.

The Boston Association has held two meetings this fall. On November 7 there was a reception for Dean Comstock of Smith and Dean Waite of Wellesley, both Smith graduates. The Boston Wellesley Club were also guests. There was a short musical program and talks by both of the deans. On December 5 came the vocational meeting. Dr. Florence H. Abbot, 1891, spoke on "The Care of the Mind Diseased"; Miss Edna Cutter, 1908, told some of her experiences in Landscape Gardening; and Miss Helen F. Greene, 1891, talked on some Lunch Room Problems. Nellie Oiesen, 1913, gave some interesting, up-to-date College news.

The annual luncheon, was held on January 31, with President and Mrs. Burton and President-Emeritus Seelye as guests. LORAIN WASHBURN, *secretary*.

At the regular meeting of the Smith College Club of Washington, D. C., held at the home of Mrs. MacDougall on the evening of December 3, 1913, members of the club gave a very successful and entertaining presentation of Bernard Shaw's "Press Cuttings."

MARY A. HARTWELL, *secretary*.

At the fall meeting of the Worcester Smith College Club, Florence Snow was

the speaker. January 5 there was a reception to undergraduates at which "The Kleptomaniac" was presented.

The officers are: president, Eleanor Goddard, 1911; vice-presidents, Mrs. Herbert Johnson, 1909; Dr. Mary Holmes, ex-1894; secretary and treasurer, Sarah A. Marble, 1912; auditor, Mrs. Jesse Shippee, 1903; alumnae elector, Mrs. Walter Seelye, 1897; alumnae councillor, Mrs. Edgar Fisher, 1886. There is a committee on hospitality—to interest Worcester High School girls in Smith College.

The Smith College Club of Southern California extends an urgent invitation "to all Smith College students, past and present, also to all persons connected with the college who find themselves in this vicinity to register at 'The Copper Kettle Tea Room,' 223 Mercantile Place, Los Angeles, conducted by Harriet Morris, 1897, and her sister. In this way we hope to be able to add some pleasure to their stay while here.

JENNIE GOULD HOPKINS,  
*secretary-treasurer.*"

On December 6, the first meeting of the Smith College Club of Northern California was held in San Francisco. Twenty-six Smith women were there who came from San Francisco, Berkeley, San José, and Vallejo. Dr. Adelaide Brown was elected president, Mrs. W. T. Lucas (Bertha Richardson, 1901) vice-president, and Eleanor Barrows, secretary-treasurer.

On January third the Smith College Club of St. Louis gave a musical for the members. Mr. Vieh and Mr. Churchill were with us. They told us something of the changes and improvements of the college during the last year and Mr. Vieh played a number of selections most delightfully. CHRISTINE G. LONG, *secretary*.

The officers of the Smith College Club of Chicago are: president, Mrs. Joseph Valentine (Albertine Flershem, 1897); vice-presidents, Gertrude Gladwin, 1901 and Mrs. L. Sherman Aldrich (Betty Knight, 1903); secretary, Elizabeth Webster, 1912; treasurer, Isabel Dwight, 1912.

The Club has placed a register in the rooms of the Chicago College Club, in the



Fine Arts Building, 410 South Michigan Av. by means of which it hopes to keep in touch with all college people who are in the city temporarily. Please, Smith transients, will you inscribe your names and Chicago addresses there as soon as possible after arriving here? We are sure that we should profit thereby, and perhaps you would, too. The Club gave a program of Interpretative Dancing at the Fine Arts Theatre on Monday, November 17 for the fulfillment of its pledge to the Million Dollar Fund.

Portia Swett, 1910, was the "première danseuse" of the evening and her numbers were beautifully executed, a leaf dance done to Kreisler's "Liebesfreud" being particularly graceful and charming. She was ably assisted by the Misses Evelyn and Nettie Isom of Kenilworth and Miss Ethel Moulton and Mr. Charles Brahman of Chicago. All the dancers kindly gave

their services to our good cause. The program was most enthusiastically received by a large audience and \$1221 was cleared—about half of the total pledge. Mabel McKeighan McCluney, 1904, was chairman of the committee.

A hundred and twenty-five alumnae and undergraduates attended the annual luncheon at the Chicago Athletic Association during the Christmas holidays. Professor George C. Vieh of the Department of Music was the guest of honor.

For the benefit of visiting alumnae the Philadelphia Smith College Club has placed a directory containing the name and address of each Smith alumna and ex-student residing in or near Philadelphia in the office of the College Club, 1300 Spruce St. The Club has added about twenty-five names to its membership this year. In November Dean Comstock was the guest of honor.

## ALUMNAE NOTES

### A LOYAL ALUMNA

In the death of Mrs. Justina Robinson Hill, Smith College has lost one of its most loyal and helpful alumnae. She entered the college in 1876. Her class numbered sixteen at entrance and nine at graduation in 1880—the smallest class that ever graduated from Smith College—and her death is the first in the class. With two others of her classmates she was prepared at the high school in Ware, which was fortunate in possessing at that time a principal of unusual ability as a teacher—Charles A. Garman, a graduate of Amherst and afterwards one of its most honored and inspiring professors. He was determined that his representatives from Ware should be so well prepared that they would need no certificates and would pass their examinations without conditions. They did not disappoint him. Throughout their college course they maintained an excellent standard of scholarship; and "the three girls from Ware" were often referred to by their teachers as examples of the value of a thorough preparatory training.

Smith College was not popular in those days and was meagerly equipped for its work. The deficiency in its equipment, however, stimulated both teachers and students to put forth unusual exertions to make the college what it ought to be. They all realized they were doing pioneer work; and Justina Robinson and her classmates were not satisfied with merely fulfilling the college requirements. They eagerly coöperated with their instructors in forming those traditions which would be most helpful to the college in realizing its high ideal.

Her faithfulness and thoroughness as an undergraduate characterized her later work as a teacher. After graduation she taught successfully in Greenfield one year and two years in Westborough. To gain still greater power as a teacher, in 1884-85 she took a graduate course in history and economics at Cornell University. In 1887 she married Robert T. Hill, at that time a professor in the United States Geological Survey.

After her marriage, her home for twenty years was in Washington, D. C., and there her influence was widely felt. Her house became a favorite resort of Smith alumnae, where they were always welcome, and through her efforts the Washington Smith College Club was organized and she was chosen its first president.

The alumnae of other colleges showed their appreciation of her character by electing her as the second president of the College Women's Club of Washington.

In municipal affairs also she took an intelligent and active interest and her intellectual ability was recognized by her election as a member of the Washington Board of Educa-

tion. She won the respect and confidence of her associates in that office by the tact and wisdom she displayed in the solution of some of the perplexing problems concerning the best arrangements for the colored and white children in the public schools.

As a member of the Twentieth Century Club—of which she was president, 1901-1903—and of the Washington Club, she maintained a sympathetic and active interest in whatever concerned the social betterment of the city.

In 1900 she was elected an alumnae trustee and served the college efficiently in that capacity for six years. During the period of her service some of the most important measures in the administration of the college were decided, and in these her sound judgment and loyalty proved most helpful. After the privileges of the Forbes Library were withdrawn from the students of the college and it was decided to form a separate library, Mrs. Hill was appointed chairman of the committee to secure the necessary funds to meet Mr. Carnegie's conditional gift for that purpose. It was a position involving an extensive correspondence and many personal interviews; and that movement owed much of its success to Mrs. Hill's persistent and well-directed efforts.

In 1909 after she had decided to give up her home in Washington she was persuaded by the owners of the Plymouth Inn at Northampton to become its manager, in the hope that by her influence and its proximity to the college campus it might become an attractive residence for the teachers and students. The expectation of the owners was not disappointed. She succeeded in giving the Inn a refined and homelike atmosphere which added much to its popularity; but the prospective sale of the property in 1912 led her to accept the position which was offered by the trustees of the college as head of the Dickinson House. Her friends confidently expected that her previous experience and unselfish interest in the college would make her life there most successful.

But the beginning of a disease that proved fatal made the work too burdensome, and she was constrained to resign that position last June, hoping that after a year's rest she might be able to resume it. The disease, however, progressed more rapidly than any of her friends anticipated and she died in Hardwick, Mass., November 16, 1913, leaving an only child, Justina, who is now a member of the class of 1916.

Mrs. Hill early developed a keen sense of her corporate obligations. Deeply and gratefully conscious of what a college education had done for her, she constantly sought to repay her indebtedness by doing all she could to give her Alma Mater greater power to confer similar benefits upon others. She regarded the college as a personality to whom she was unswervingly loyal and whose welfare it was a joyous privilege to promote. She died at the age of fifty-six—a life comparatively short but unusually full of deeds that will prove of lasting beneficence.

L. CLARK SEELYE.

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### GRACE LATHROP COLLIN

(The following tribute was written at the request of the Editors)

Announcement, necessarily brief, was made in the November *QUARTERLY*, of the death, on November fifth, of Grace Lathrop Collin, 1896, recently elected a member of the *QUARTERLY*'s Board of Editors.

There must be few Smith alumnae to whom this name does not mean something. And there are many to whom it means more than can be said. Smith College will deeply lament this interruption of a remarkable life and of a wonderfully rare and fine talent. Those who knew Grace Collin as a student or as an associate in various postgraduate activities, realize her various and distinguished capacity and her uncommon personal quality. But only those who were fortunate enough to cherish her as a friend can fully know what a beautiful and precious spirit has vanished from the earth.

A personality so vivid and vital, a mind so brilliant and acute, could not fail of recognition; and the radiant young creature with eager, sensitive face who came to college in 1892, full of humor, high spirits, delight in mental activity, and a human sympathy no less markedly precocious than her mental gifts, did promptly impress herself upon the college consciousness. Her membership in the Phi Kappa Psi Society dated from the beginning of her sophomore year, and two years later '96 chose her to be its Ivy Orator.

There can never have been any doubt in her own mind or any other, that Grace Collin's inevitable work in life was to be that of a writer. But although she wrote more or less constantly she did not attempt to publish immediately on leaving college, but studied for a summer at Harvard University, later received her M. A. for work in English and the Drama at Columbia, and taught for a year in a private school for girls. Several

years later her short stories,—finished, poignant, strikingly original and underived—began to appear in *Harper's* and other magazines, and at about the same time she was offered an uncommon journalistic opportunity by the *New York Evening Sun*. This was the writing of a daily column of comment, interpretation, and anecdote, dealing partly with dramatic matters, partly with the pursuits of women, and partly with the world at large. Wise and witty points were lavishly made in this column—which for urgent family reasons was given up after a year—and they were made with inimitable skill; but to some readers the work never seemed truly journalism for the reason that it couldn't help being literature.

In 1903 the Messrs. Harper published a group of Grace Collin's short stories under the title "Putnam Place." As is well known, publishers are rarely willing to launch the short stories of a young writer, or for that matter of an established one, but the immediate success of this really remarkable book justified the confidence that the manuscript had aroused. Mr. Howells called it "an instant classic" and wrote a prompt and enthusiastic appreciation. Every discerning critic saw that it was true literature, the work of an authentic artist, not of a manufacturer of literary commodities, and because of, or in spite of, this, the book was widely read and praised. Moreover, the material had an intrinsic interest. If Grace Collin's vocation was unmistakable, there could likewise be no question as to what she was to write about. She never knew the embarrassment, not unfamiliar to artists, of mastering her medium before she had found what to say. It was almost as if she were the appointed interpreter of the New England that she knew, the New England of diminishing patrician communities, with their static society and salient character, to which her early visits to historic Norwich had introduced her. Her New England blood made this life, almost untouched of the restless contemporary world, comprehensible and beloved to her. And her artistic perceptions seized it as the best and most alluring of all possible "copy." Grace Collin spent her childhood in Elmira and in Ithaca where her father, Charles Avery Collin, was then Professor of Law in Cornell University, but her mother was Miss Emily Ripley, of Norwich, and the traditions of this community were therefore her own priceless heritage. It is sufficiently obvious that her inspiration and her material are markedly distinct from those of other writers of "New England fiction." A sensitive and insatiable observer of external detail, the themes for her fiction were nevertheless always concerned with the finer issues of mind and spirit. Her eyes saw in the New England character delicacies and poignancies that have probably been visible to no other writer except Hawthorne. As her friends so well know, nothing could exceed the keenness and the delicious exuberance of her humor, but although this quality is always present in her writing, it never riots there, being tempered partly by her discreet sense of proportion and partly by the reverence and affection with which she always approached her material. But the affection is of course merely implicit,—and nowhere in her writing is there to be found a sentimental phrase.

Like all the race of artists to which she belonged, her technique was apparently perfected very early. In that sense, she might never have written anything better than "Putnam Place." But as she grew older, her work gained in breadth and substance, and the beauty of the books she would have written is easy—and heart-breaking—to imagine. As it is, it is a matter for the deepest lamentation, not only that she did not live to round out her task, but that during the last ten years of her life she suffered physical handicaps that not only very greatly reduced the bulk of her writing, but made living itself far from an easy thing. But she was never unoccupied, even during this period. A year of it was spent in editorial work for *Ainslee's Magazine*. Later, at the invitation of the *Evening Sun*, she returned for a time to newspaper work. She compiled the class-book for Ninety-Six's decennial, and worked ably and faithfully as an officer of the Smith College Club of New York and of the New York Branch of the Association of Collegiate Alumnae. And continually, at whatever cost to herself, she gave of her energy, of the best and most precious that she had, to an enormously wide circle.

It is this latter fact, of course, rather than the sum of her talents and achievements, that explains the deep and uncommon grief that her death has occasioned. Her friends loved her for her rare companionableness; and, beyond this, for the great fundamentals of character that were hers; for her loyalty absolutely without flaw, for her magnificent and heroic courage, for the tenderness and sympathy that led her so lavishly to spend herself.

It is not too much to say that the relatively small amount of work that she has left is of an enduring character,—as likewise her brave selfless spirit has left an imperishable savor.

OLIVIA HOWARD DUNBAR, 1894.



## ALUMNAE VISITING COLLEGE

1908	Marion H. Darr	Oct.	18-20
1912	Charlotte H. Simmons	"	18
1912	Catharine W. Pierce	"	20
1901	Fanny Garrison	"	20-21
1883	Elizabeth Lawrence Clarke	"	18-20
1909	Olive Northrop Fobes	"	20-24
1907	Katharine D. Frankenstein	"	18-21
1913	Ruth Agnes Wilson	"	18-21
1912	Letitia Lewis	"	20-24
1912	Ada W. Simpson	"	20-24
1908	Flora E. Burton	"	20
1910	Margaret Dieter	"	21
1912	Ruth Emerson	"	21-23
1913	Georgia Wolie	"	19-27
1913	Sarah Cheney	"	16-23
1913	Emily H. Chamberlain	"	23
1909	Caroline E. Garrett	"	23-24
1909	Sheila Bryant	"	23-24
1910	Elaine Whitman	"	24-26
1909	Dora Homer	"	29
1912	Grace Kroll	"	29-Nov. 2
1913	Louise Cornell	"	29- " 2
1911	Helen E. French	"	25-31
1913	Mary N. Arrowsmith	"	29-Nov. 2
1911	Mary Bates Hinds	"	31- " 7
1913	Louise Quigg	"	30- " 2
1913	Sybil C. Green	"	31- " 3
1909	Anna H. Whittelsey	Nov.	1-3
1909	Alice E. Waters	"	1-3
1895	Eleanor Nichols Marcy	"	1-3
1899	Edith E. Rand	"	1-4
1905	Emma P. Hirth	"	1-4
1912	Mary A. Clapp	"	1-5
1913	Dorothy H. Brown	Oct.	30-Nov. 6
1913	Ruth Johnson	"	30- " 6
1913	Ruth Higgins	"	30- " 6
1913	Monica Burrell	"	30- " 6
1913	Elizabeth Schlosser	"	30- " 6
1911	Maude Pfaffman	Nov.	6-7
1909	Olive H. Hubbard	"	8
1912	Eva L. Daley	"	8
1913	Nellie J. Oiesen	"	7
1913	Rachel Whidden	"	7
1903	Grace P. Fuller	"	10
1909	Rosamond Kimball	"	11
1911	Marion Butler Boynton	"	15
1899	Mary C. Childs	"	14-15
1899	Grace P. Chapin	"	14-18
1913	Helen Kiely	"	14-17
1900	Mary Wilder Kent	"	14-15
1909	Katharine R. Varick	"	14-21
1913	Gwendolin Moore	"	19-21
1913	Margaret MacDonald	"	19-21
1911	Esther M. Wyman	"	22-23
1911	Katharine Whitney	"	22-23
1903	Bertha K. Whipple	"	22-24
1913	Jane Garey	"	28-Dec. 1
1912	Amita Fairgrieve	Dec.	3-7
1913	Alice M. Adams	"	3-7
1908	Gertrude M. Butler	"	5
1911	Marion Butler Boynton	"	5
1913	Rachel Whidden	"	6-8
1912	Sarah Van Benschoten Dar- ling	"	9-13
1895	Elsie Seelye Pratt	"	3
1897	Alice Maynard Madeira	"	10
1897	Grace Taylor Lyon	"	10
1912	H. Estelle Smith	"	11
1913	Marjorie Lincoln	"	12-15
1913	Clara R. Williamson	"	12-15
1898	Maud J. Hulst	"	15-16
1911	Eleanor E. Mills	"	13-15
1898	N. Gertrude Chase	"	19
1911	Joyce Knowlton	"	19-20
1913	Helen Betterley	"	20
1906	Alice Lyon Hildebrand	"	21-22
1901	Helen E. Brown	"	21-22
1903	Alice Dacre Butterfield	"	31
1881	Lucia Clapp Noyes	Jan.	7-8, 1914
1904	Anne M. Chapin	"	14
1903	Edith Naomi Hill	"	14
1881	Lucia Clapp Noyes	"	13-16
1897	Alice Tullis Lord Parsons	"	13-17
1898	Ethel Margaret Gower	"	13-17
1893	Charlotte Stone MacDougall	"	13-16
1912	Helen Forbes	"	13-16
1897	Susan Sayre Titworth	"	16-18
1892	Anne W. Safford	"	16-18

## CLASS NEWS

*The editors are aware that occasionally names of persons and places are misspelled in this department. They therefore beg you to read the following paragraph:*

*It is absolutely impossible for us to assume the responsibility for the correct spelling of names and addresses in this department unless the items are typewritten or written legibly on one side of the paper only. We dislike to lay ourselves open to the charge of inaccuracy and therefore urge each one of you to coöperate with us in this matter. Please send all news for the April issue to your class secretary by March 17.*

A number of new addresses which may be found in the new register have been omitted from the QUARTERLY owing to lack of space. Please look for them there.

## 1879

Class secretary—Mrs. Charles Cone, Hartford, Vt.

## 1880

Class secretary—Mrs. Edwin H. Higbee, 8 West St., Northampton, Mass.

Justina Robinson Hill died on November 16, 1913 at Hardwick, Mass.

## 1881

Class secretary—Mrs. George H. Washburn, 377 Marlborough St., Boston, Mass.

## 1882

Class secretary—Mary Gulliver, Rockford College, Rockford, Ill.

## 1883

Class secretary—Charlotte Gulliver, 30 Huntington Lane, Norwich Town, Conn.

Mrs. E. H. Sawin (Julia F. Parker) has for the present given up her teaching in Gardner, Mass., and is in Springfield this winter, where her address is 52 Willington St.

Word has been received of the recent death of Mr. Asabel Bush, of the firm of Ladd and Bush, Salem, Ore., father of Sally Bush.

## 1884

Class secretary—Caroline B. Sergeant, 4 Hawthorn Rd., Brookline, Mass.

## 1885

Class secretary—Ruth B. Franklin, 78 Spring St., Newport, R. I.

Mrs. Alfred T. Livingston (Nellie E. Hallock) is, as usual, at her southern home La Sardinera, Dorado, Porto Rico, for the

winter, but plans to return to Jamestown, N. Y., May 1.

Mrs. George B. Lee (Anna L. Mead) expects to spend the late winter and early spring in Pasadena, Cal.

Mary C. Hardy writes from London that she is enjoying her vacation year thoroughly, taking a course at King's College, and renewing acquaintance with the galleries and museums.

#### 1886

Class secretary—M. Adèle Allen, 206 Pine St., Holyoke, Mass.

Leona May Peirce is spending several months in Italy, traveling with her brother, President Peirce of Kenyon College.

#### 1887

Class secretary—Clara M. Reed, 54 Court St., Westfield, Mass.

Died January 13, at Rutland, Mass., Rose M. Bodman.

#### 1888

Class secretary—Mrs. Frank Meara, 400 West End Av., New York, N. Y.

Mrs. Myron H. Hunt (Harriette Holland Boardman) died at her home in Pasadena, Cal. on October 27, 1913.

#### 1889

Class secretary—Lucy E. Allen, 35 Webster St., West Newton, Mass.

Eighty-nine hopes for a well attended Reunion in June. Let all graduates and non-graduates make it their pleasure and duty to be present. For particulars and arrangements, write to Mrs. W. A. Clark (Alice R. Johnson), Northampton, Mass., or Lucy Ellis Allen, West Newton, Mass.

Martha Hopkins is in Bermuda for the winter.

#### 1890

Class secretary—Mary V. Thayer, Holbrook, Mass.

New address.—Mrs. Carleton Greene (Anna Lathrop), 155 Turrell Av., South Orange, N. J.

Mrs. Wilmot Jones (Mary Bufkin) is helping Mr. Jones in the new boys' school which he has started at Millbrook in Concord, Mass.

Mary C. Robinson has been chosen president of the Classical Section of the Maine Teachers' Association. In October, she read a paper before the Associa-

tion on some Latin Hymns. Her daily work is far more comfortable in the fine new high school building which replaces the one destroyed in the Bangor fire.

Mrs. William J. Leonard (Pauline Wiggin) is spending the winter in New England and may be addressed at 102 Charles St., Boston, Mass.

#### 1891

Class secretary—Mrs. John J. Albright, 730 West Ferry St., Buffalo, N. Y.

#### 1892

Class secretary—Mrs. Irving H. Upton, 20 Park View St., Grove Hall, Mass.

Can anyone give us the address of Mrs. Isaac K. Phelps (Martha Austin)? Her mail is returned from 1410 M St., Washington, D. C.

#### 1893

Class secretary—Mrs. John E. Oldham, 16 Livermore Rd., Wellesley Hills, Mass.

Florence Jackson is at the head of the Appointment Bureau of the Women's Educational and Industrial Union of Boston. This Bureau has charge of vocational advising at Wellesley College through an arrangement made with the Alumnae Council. Miss Jackson has office hours at the college one afternoon a week. She goes also to Mt. Holyoke and to Smith seven times during the year, holding each time a public meeting at which one occupation open to women is discussed. Afterwards, conferences are held with individual students.

Mrs. Henry Goodcell (Marion Lamson) of San Bernadino, Cal., writes that her grove of walnut trees which she is raising escaped the freezing which destroyed so many of those trees in that state.

Mrs. William D. MacDougall (Charlotte Stone) is in Washington this winter. Her husband is in command of the *Mayflower*, the President's yacht.

Mrs. Guy M. Kerr (Bertha Thompson) whose home is in Colorado, spent several weeks in the East this fall. Her boy is in St. Mark's School in Southboro, Mass.

#### 1894

Class secretary—Sarah E. Bawden, Creed Av., Queens, Long Island, N. Y.

#### 1895

Class secretary—Bessey Borden, 618 Rock St., Fall River, Mass.

Charlotte Bannon is spending the winter

in Boston. Address, The College Club, 40 Commonwealth Av.

Ruth A. Warren has announced her engagement to Dr. Erwin F. Smith of Washington, D. C. Dr. Smith is the chief of the Bureau of Plant Pathology in the Department of Agriculture.

### 1896

Class secretary—Mrs. Lucius R. Eastman Jr., 43 Glenwood Rd., Upper Montclair, N. J.

#### *In Memoriam*

In the death of Grace Lathrop Collin, which occurred in New York City on November 5, 1913, the class of 1896 loses one whose gentle courage, unflinching optimism, and unselfish devotion to others remain a cherished memory of college days and a vision of strength for the future. That her lovely literary gift and keen powers of mind and wit were ever ready to serve both class and college is shown by her early work in the *Smith College Monthly*, her "Ivy Oration," our "Decennial Class Book" of which she was the editor, and her part, as toast mistress, in arranging and carrying through to success the program for the class supper at our fifteenth reunion.

Grace Collin received the degree of M.A. from Columbia University in 1899; for several years she was a member of the staff of the *New York Evening Sun*; she contributed short stories and literary articles to *Harper's* and other magazines; and in 1903 Harper & Brothers brought out a volume of her stories under the title "Putnam Place." The delicacy and humor of her sympathetic picture of cultivated but "restricted" New England life, led William Dean Howells to speak of her book as "an instant classic," and to compare her with Jane Austen.

It is impossible to speak adequately of Grace Collin, even among ourselves. It would seem that there are times when affection becomes silent, since any words not wonderful, fall short; yet

"There is a singer who must sing Love's praise,

Record his dreams and days,  
And keep the light forever before his shrine."

THE CLASS OF 1896 by Lena Ulrich Ewing, *Vice-president*, Helen M. O'Neill, *Treasurer*, Eva Hills Eastman, *Secretary*.

A note from Clara A. Burnham, class president, dated November 13, finds her as far on her journey as the Yang-tse-Kiang, after five wonderful weeks in Japan. She sends us a Happy New Year and hopes to be back among us in March.

New addresses—Anne M. Fassett, The Beacon, 1801 Calvert St. N. W., Washington, D. C.

Mabel G. Hazen, 414 Winthrop Av., New Haven, Conn.

Alice R. Pierce, 215 East 15 St., New York, N. Y.

Mrs. John Mason Ross (Mabel Landers), Warren, Cochise Co., Ariz.

Helen Louise Abbott has an article in *Education*, September, 1913, entitled "The Responsibility of the Schoolroom."

Mrs. E. P. Massonneau (Caroline Branch) is dietitian in the Pratt College Hospital in Amherst.

Anne Fassett appeared in print in the June number of *Vogue*, under the title "The Flowers of Japan hold a Fête."

Mrs. F. J. Daniel (Charlotte Mitchell) has a message for 1896—"Votes for Women."

BORN.—To Mrs. W. W. Harts (Martha Hale), a daughter, Cynthia Prudden, on September 9, 1913.

To Mrs. John Mason Ross (Mabel Landers), a son, Everett Mason, on January 25, 1913.

### Ex-1896

Mrs. A. B. Cahart (Mabel Millett), 8 Ridgefield Rd., Winchester, Mass.

Harriet B. Newhall, 53 Mt. Vernon St., Boston, Mass.

Mrs. Edward Adams (Anna Shook), Broadway and Fifth Av., Youngstown, O.

### 1897

Class secretary—Alice W. Tallant, 1807 Spruce St., Philadelphia, Pa.

Dear '97,

My warmest thanks to all of you who sent me Christmas and New Year's greetings, as well as to many who have written me good '97 letters. I only wish that I had the time to send you each a separate note of appreciation.

Yours in '97,  
A. W. T.

Mrs. James S. Bennett (Ethelwyn Foote) has a son, Rollin Foote, born October 25.

Eleanor Bissell was in New York early in the winter, but returned to California in time to have her Christmas dinner with Harriet Morris.

Mrs. Everett N. Blanke (Isabelle Cutler) is deeply interested and busy in the



organization of the charitable work in Greenwich, Conn.

Mrs. Clyde W. Broomell (Grace Browne) is spending the winter in Cambridge, Mass., where her husband is studying. Address, 122 Trowbridge St. She has a new baby, Beatrice, born July 30, 1913.

Anna Carhart is spending the winter in Dorset, Vt.; she writes of a steady gain in strength, slow but sure.

Anna Casler announces her engagement to Thomas Upson Chesebrough, A.B. and M.S., Hamilton College, now head of the Stanley McCormick School at Burnsville, N. C.

Ada Comstock continues her triumphal progress about the country. On November 7, she was the guest of honor at the Boston '97 luncheon, and later that day spoke before the Boston Association, where she and Dean Waite of Wellesley received. On November 19, she spoke before the Philadelphia Smith College Club, and that same week was holding an important A. C. A. committee meeting in Philadelphia.

Ina Covell is treasurer of the Fall River Branch of the A. C. A. and consequently of a Day Nursery which is carried on under its direction.

Mrs. David Davis (Edith Melliush) has been active in the establishment of a branch of the A. C. A. in Bloomington, Ill.

A letter from Florence Brooks Cobb, 1900, tells of the school which the missionary mothers in Kyoto are conducting for their children: "Our school really seems to be a remarkable success. Mrs. Dunning (May Ward, 1897) is a most efficient lady principal. Everything runs like clockwork and is all planned and executed to perfection when she has anything to do with it. The children are all doing beautifully."

Mrs. W. G. Erving (Emma Lootz) reports good news of small Henry, which will be welcomed by all.

Elizabeth Hobbs lost her mother in the fall, and her father met with an accident at about the same time.

Ruth Huntington writes from Hindman, Ky., of a great Christmas, "with seven trees reaching over a thousand children in these mountains, thought to be sparsely settled."

Mrs. Eugene Lyman (Bertha Thayer) reports a visit from Mrs. Austin Rice (Laura Lyman); she is now living at 70 South Cedar Av., Oberlin, O.

Harriet Morris is deeply interested in her new candy factory, which "did a wonderful Christmas business."

Frances Otis has been abroad for about a year and a half; a Christmas greeting from her comes from Venice.

Mrs. Llewelyn Owen (Abbie Blair) lost her father in December.

Mrs. W. H. Page (Ruth Brown) is living in Cambridge, Mass., this winter, while her husband takes a year of postgraduate work at the Harvard Law School. Address, 35 Felton Hall.

Louise Peloubet is active in the work of the Camp Fire Girls, and is in charge of a club of about fifty.

Mrs. Garrett C. Pier (Adelaide Wilson) has a son, born in December.

Dr. Alice Weld Tallant (to give her official title) read a paper on "A Case of Multiple Congenital Malformation" before the Philadelphia Pediatric Society, November 10; the paper will be published shortly in the *Archives of Pediatrics*. She also attended the annual meeting of the American Association for Study and Prevention of Infant Mortality in Washington, November 15, finding it an excellent opportunity to visit Emma Lootz Erving. In the same month she performed the operation of Caesarean section twice within ten days.

Mrs. F. W. Rühle von Lilienstern ter Meulen (Gertrude Dyar) has a new address: Wagenaarweg 9, The Hague, Holland.

Mrs. Richard S. Twitchell (May Bolster) has a son, Richard Sears Jr., born December 31, 1913.

Bertha A. Worden reports "an ever-to-be-remembered summer," with a trip to the Yellowstone by way of the Great Lakes. She is now head of the English Department of the Hoosick Falls High School.

The first Boston '97 luncheon of the year was held November 7, under the guidance of Emma Porter who so ably managed the luncheon last year. There were twenty present, including four associate members.

Ada Comstock was the guest of honor and speaker of the occasion.

Mrs. Oliver D. Kellogg (Edith Taylor) is chairman of a faculty woman's club at the University of Missouri (where her husband is professor of mathematics), and of the local branch of the A. C. A. She also has charge of the visiting nurses for the tuberculosis society, and was active in the Red Cross Seal campaign just before Christmas. Address, 307 Thilly Av., Columbia, Mo.

Mrs. Andrew M. Belfield (Elizabeth Mills) has moved to Winnetka, Ill.

Ex-1897

Mrs. Edward D. Carlton (Eliza Levensaler) writes that she has for a chum, her daughter of six, and that they spent the summer hunting wild flowers, making an herbarium and studying caterpillars together.

After many years news has been received from Mary M. Currier; she is now Mrs. Warren T. Rolofson and lives in Wentworth, N. H.

The address of Mrs. John D. Leitch (Mary S. Lewis) is care of Hasler, Leitch and Co., Norfolk, Va. She has two little daughters, Charlton, two years and a half, and Barbara, eight months old.

1898

Class secretary—Elisabeth B. Thacher, 69 Alleghany St., Roxbury, Mass.

Mrs. L. H. Thornton (Winifred Knight) sailed January 8 for Nice, France, where she and her family expect to spend the rest of the winter. Her address until May 1 is "Credit Lyonnais," Nice, France.

BORN—To Mrs. Benjamin C. Crangle (Leona E. Tarbell), a daughter, Jane Tarbell, November 13, 1913.

To Mrs. Chauncey M. Rublee (Blanche Wadleigh), a daughter, Harriet Moore, October 4, 1913.

To Mrs. E. J. Fermier (Nora E. Barnhart, ex-1898), a daughter, Emilie, July 16, 1913.

To Mrs. John D. Kernan Jr. (Charlotte Sherrill, ex-1898), a son, Paul Sherrill, October 20, 1913.

1899

Class secretary—Edith E. Rand, 3 West 92 St., New York, N. Y.

Mrs. T. E. Pearman (Mabel Capelle)

and her husband spent the summer abroad traveling in England and on the Continent.

Mrs. George B. Ford (Harriet Bliss) and her husband spent the Christmas holidays snowshoeing in the White Mountains.

Mrs. Martin Cohen (Eugenia Adler, ex-1899) has a son, Martin Jr., born September 7, 1913. Her address is 1 West 85 St., New York, N. Y.

Mr. Andrew Henshaw Ward, father of our class baby, Margaret Ward, died at his home in Milton, January 6.

1900

Class secretary—Mrs. Millard C. Humstone, 24 Gramercy Park, New York, N. Y.

On November 15, 1913, a luncheon for members of 1900 was given at the College Club, Boston. There were present: Mary Wilder Kent, Harriet Goodwin Floyd, Anne Hincks, Gertrude Perkins, Mabelle Lewis, Jennie Edgcomb, Marion True Redfern, Katharine Barker, and Emogene Mahony.

Ella Kerkley and a group of friends from 1900 have subscribed \$25 for a memorial membership in the Students' Aid Association in memory of Mrs. Newell S. Ferry (Caroline Taylor).

Edith Reid is no longer teaching but is living at home in New York and studying at the Y. W. C. A. on East 52 St. with the intention of entering the work of this association next year.

Elizabeth Whitney is planning to go with her family in February on a trip to South America. The trip will include a long cruise and visits to Buenos Aires and other places of interest.

BORN—To Mrs. Luther S. Trowbridge Jr. (Mabel Hartsuff), a daughter, Florence Hartsuff, on December 14, 1913.

Mr. Albert S. Hutchinson, the husband of Virginia Mellen, died of pneumonia on October 7 after a short illness.

Mr. Andrew Henshaw Ward, the husband of Emily Locke, died at Milton, Mass., January 6.

1901

Class secretary—Mrs. Everett Kimball, 319 Elm St., Northampton, Mass.

Constance Charnley is taking a trip around the world, while her fiancé, Dr. Hans Barkan, finishes his studies in Europe. They are to live in San Francisco where

Dr. Barkan's father is a distinguished oculist.

Ethel de Long has had great success in raising money for the Pine Mountain School and hopes to begin the erection of further buildings in the spring. 1901 ought to be proud of the significant pioneer work that is being done by one of its most loyal members.

Genéviève King has been the chairman of the general committee in charge of the recent pageant in San Francisco.

Delia Leavens writes cheerfully and enthusiastically of her work in Tungchou, North China.

Mrs. Harold Morse (Rosamund Hull) and her husband are now living at 40 Appleton Av., Pittsfield.

Beatrice Vrooman is conducting a vocational school in San Francisco.

Marjory Gane sails the last of January for two months in Rome.

Born.—To Mrs. Frederick Strong (Clara Knowlton), a daughter, Elizabeth, October 12, 1913.

Married.—Mary Ainslie, ex-1901, to Sydney H. Ball, December 8, 1913, Oak Park, Ill.

### 1902

Class secretary—Mary P. Allison, 212 North 6 St., Allentown, Pa.

Mrs. Nathaniel Allison (Marion Aldrich) entertained the St. Louis Club at her home on January 3. The guest of honor was Mr. Vieh of the Music Department, and Mr. Churchill of the Art Department was also present.

Jessie Brainerd is teaching in the Pottomac Elementary School after a year of rest. She says that she and Eunice Wead wish that all 1902 girls who come to Washington would look them up as they are the only graduate members of the class there.

Mary G. Smith addressed the S. C. A. C. W. meeting on October 28. Her subject was "What about the college girl and the social situation to-day?"

Mrs. Hugh H. C. Weed (Faith Potter) is coming east to live this month as her husband has accepted a position with the Johns Manville Co. For the present they will live with Mr. Weed's parents in Stamford, Conn.

BORN.—To Mrs. Norman B. Sherry

(Lucretia Hayes), on December 31, a son, Norman Burt Jr.

To Mrs. Herman D. Bone (Bertha Davis, ex-1902), on June 19, a son, Herman Ansel.

To Mrs. Lyon Smith (Elizabeth Osborne, ex-1902), on October 24, a son, Edward Robinson.

To Mrs. Leon H. Denison (Mary Thacher, ex-1902), a son, Thomas Thacher, on July 3.

### 1903

Class secretary—Grace P. Fuller, 28 Summer St., West Haven, Conn.

Changed Addresses:—Mrs. George M. Sabin (Mary Hickok), 244 Main St., Burlington, Vt.

Mrs. A. A. Ward (Alice Bookwalter) and her husband and their five-year-old son are to leave their home in Valvettiturai, Ceylon, in March, for their first furlough. Alice is principal of the Uduppiddi Girls' Boarding School. She has passed the first examination in the Tamil language and she thinks that she never studied harder on anything in her life. The alphabet contains 247 letters.

Fannie Clement wrote in December that she had just returned to Washington from a month's trip to Oklahoma in connection with her work with the rural nursing service of the American Red Cross.

Mrs. Francis W. Tully (Susan Kennedy) says that she is an apiarist, also an active member of the Boston Mycological Club, being even a mycophagist. Dictionaries help here if they are not too small.

Stella Packard has been appointed investigator for the N. Y. State Commission on the relief of widowed mothers. Address, 249 W. 11 St., New York.

Mrs. Arthur McBride (Elizabeth Viles) wrote from her home in Sholapur, India, in November, that their bungalow was burned two weeks before. The thatched roof caught from fireworks going on in honor of the English governor. Much was saved but Elizabeth and her husband lost all their college note books, photographs, and many other irreplaceable things. Elizabeth plans to be at Commencement in 1915, when her furlough is due.

Caroline VanHook Bean was married on November 1 to Mr. Bart Johannes Blom-



mers Jr., of The Hague. Mr. Blommers is an artist and a graduate of the University of Leyden. His father is Baron Blommers, generally considered the greatest living Dutch artist; his portrait of Andrew Carnegie hangs in the Peace Palace at The Hague. Caroline and her husband were to be presented at the Dutch court after the holidays and planned then to go to Spain and the Riviera for the rest of the winter. Their permanent address is Villa Johanna, van Stolkweg 17, The Hague, Holland.

BORN—To Mrs. Preston H. Edwards (Mabel Griffith) August 8, at Allahabad, India, a son, Howard Berryman. Mabel writes that her husband is a missionary teacher in Allahabad Christain College. She says: "We have plenty of barefooted, white robed and turbaned servants here, but it keeps one busy keeping them up to the mark. No one will do any work that he considers belongs to another—they are very particular not to break their caste. We entertain the college and high school students often. The Christians are not difficult guests. Some Hindus and Mohammedans will take tea and cake from us. Still others will not touch food that we have touched! For them we provide bottled waters and biscuits in tins and let them open their own refreshments. There is much of interest in this wonderful land and a great work. Do some of you 1903 travelers visit us—you'll find a warm welcome."

To Mrs. Harold L. Olmsted (Grace Legate), November 1, 1913, Burton Legate, her third child and first son.

To Mrs. Edward J. Stone (Rebecca Carr, ex-1903), a daughter, Sarah Dickinson, October 4, 1913.

#### 1904

Class secretary—Muriel S. Haynes, Augusta, Me.

#### REUNION NOTICE

Make your plans for reunion now! Or if you don't like plans come without any—they are an encumbrance anyway, leave them at home. But whatever happens—Come to Northampton in June. Come early and stay late, come now and stay through Commencement, there are thirteen of us here already—the rush is beginning! When shall we expect you?

Ann Mead Hammond.

All members and ex-members of 1904 are hereby urged to send in immediately their answers to the questionnaire for the class book. Do not be afraid to give details. Do not refuse to answer because you think you have done nothing of importance. Other people will enjoy hearing where you are and what you are doing. Answer now. If something else comes up later while the book is "in the works," send the news in, and we will print it if possible.

Speak to all members and ex-members you see who may not take the QUARTERLY, and urge them to reply. Tell us of any you know who have recently changed their addresses or their names.

The committee will be grateful for addresses and news of the following whom it cannot locate: Florence Lovett (Mrs. Bathricle), Jeannette Davison, Blanche Hargreaves, Jeannette Myers, Florence Newcomb (Mrs. Wm. Mather), Sarah Soull, Katherine Vogel, Clara Waterman, Lillian E. Abel, Inez Field Damon, Edna Clare Danah, Stella Hastings, Agnes Susannah Hodges, Anna Rebecca Myer, Edith Aurilla Sibley.

Frances Allen (Mother Frances Katherine), after several years training in an Episcopal Sisterhood, started a new Congregation in 1910, and was appointed Mother Superior by the Bishop of Long Island in 1912. The order, which is called the Congregation of the Holy Name of Jesus, "a community of women engaged in educational and charitable work," consists, at present, of three houses and a school. The Holy Name Convent at 419 Clinton St., Brooklyn, is the mother house, where is the boarding and day school for girls; St. Clare's House, on Washington Av., accommodates nine girls who are studying at Pratt Institute; the third house, St. Raphael's, is at South Hadley, and is open as much of the college year as possible to meet the needs of the students, who otherwise must go in to Holyoke to church. Each of these branch houses is a center for a church club among the students of the neighboring institutions. At South Hadley it is the plan to have an industrial school also.

Mother Frances Katherine and another

Sister, a Holyoke graduate, spent the summer of 1912 in England, visiting Sisterhoods, hospitals, schools, orphanages, and missions, in order to get ideas along their line of work.

Carrie Gauthier, for some years probation officer in Hartford, Conn., will take charge of the Hampshire Branch of the Massachusetts Society for the Prevention of Cruelty to Children in Northampton. She will live with her mother in an apartment on Franklin St.

Mary A. Waite received the degree of M.A. in June 1913 from Clark University at Worcester.

**MARRIED.**—Anne Chapin Gregory to James Watts Young, November 5, 1913. Address, 96 Claremont Av., New York, N.Y.

Fannie Stearns Davis to Augustus McKinstry Gifford, January 24.

Lucy Smith to Don C. Dyer, October 31, 1913. Address, The Cavendish, Columbia Rd., 16 St., Washington, D. C.

**BORN.**—To Mrs. Marion Cragg Walston (Jessie Northrop), a son, Timothy Cragg, August 24, 1913.

To Mrs. George Albert Moore (Bertha Thresher), a daughter, Bertha Elizabeth, June 11, 1913.

To Mrs. Charles Townsend (Leslie Chapin), a daughter, Minna Chapin, March 18, 1913.

To Mrs. Abraham Malcolm Kershaw (Grace Elizabeth Haworth), a daughter, Elizabeth Haworth, April 11, 1913.

To Mrs. Albert V. Bensen (Marion Prouty), a daughter, Marjorie, November 10, 1913.

To Mrs. T. Kennedy Stevenson (Candace Thurber), a daughter, Caroline Stuart, December 26, 1913.

Gertrude Knox is the office secretary of the New Jersey Association opposed to Woman Suffrage. She has put into form for the Association a statement of its principles called A Moral Creed and a Political Platform.

Ex-1904

Sallie Tannahill is giving a series of art lectures to kindergarten teachers in Boston this winter, for which she comes over from New York every month. This is in addition to her regular work as instructor at Teachers College.

1905

Class secretary—Marie L. Donohoe, 28 Johnson St., Lynn, Mass.

Chairman Publicity Committee—Bertha C. Lovell, 8 Wendell St., Cambridge, Mass.

Mrs. Robert W. Chandler (Lucie Tower) writes as follows;

I left Japan with some friends from the States July 2; since then we have been traveling in China. We have just come to Siam from Hong Kong and expect to be here for two weeks; then we go down to Singapore and from there for a month's trip through Java; back to Singapore, then on to Burmah and India and Ceylon. We expect to leave Colombo for Egypt and the Holy Land about the first of February. After that Greece and as much of Europe as we have time for before sailing from Southampton the first of June. It will be mid June before I get back to Enfield. Meanwhile, my address will be Brown, Shipley and Co., 123 Pall Mall London, England.

In regard to her eventful trip through China, Lucie has written an interesting account, in a letter to a friend, and we are taking the liberty of publishing it without waiting for her permission. (Editor's Note.—Mrs. Chandler's letter is too long for this department, but it is so interesting that we have printed it in "Let Us Talk of Many Things"; it will be found on page 103.)

Jessie Gray is teaching German and history in the Florida Open Air School, Tampa, Fla.

Edna Rosenkrans is head of the Department of English at the State Normal School, East Stroudsburg, Pa.

Anne Streator has changed her address to 85 Belmon Rd., East Cleveland, O.

Mrs. Christian Grolzinger (Evelyn Catlin) says that at present all the energy and thoughts of herself and husband, who is a Congregational minister, are bent on raising something over \$12,000 for rebuilding their church that burned last Easter. Evelyn has two children, Marion who is nearly three, and Katherine, born June 24, 1913.

Helen Robinson has been teaching Latin in the Newburyport High School since February 1909. She says that she enjoys her work more every year.

Martha Clay writes that her chief interest now is Vocational Guidance in connect-

ion with English. She has given "a little assistance in getting together a book on the subject, and would like to hear about the work of others along this line." (Knowing Martha we can safely assume that her assistance was more than a "little").

Mrs. Arthur N. Collins (Florence Johnson) finds a husband, two children, and two musical clubs, in the larger of which clubs she is a director, enough to keep her rather busy.

Mrs. Edwin H. Peirce (Elizabeth Freeman) recently managed a clever little play "The Kleptomaniac" given by the Smith Club of Worcester.

Evelyn Hooker, just back from a journey around the world, is ready to start off again on a moment's notice. She was away eight months and spent most of her time in China and Japan.

Clara Davidson, after weeks of strenuous effort on the Fund Committee, is spending the winter in her own home in Florida. Her address is 8 Fifth Av. North, St. Petersburg, Fla.

Mrs. Morris L. Arnold (Kate Fairchild) and her husband had a three months' trip abroad this summer, visiting as many "out of the beaten track" places as they could find, and enjoying especially their visit to the Arnold Bennett "Five Towns," their coaching trip in Devonshire and Cornwall, their week in quaint old Rothenburg, and their very interesting experience attending the Twentieth Annual International Peace Conference at The Hague, to which Mr. Arnold was a delegate.

If Mrs. Wm. R. T. Ewen (Verna Harris) "isn't a club woman" may we not give the palm to Myra Erwin? "I have a good time with our country club in summer, and town clubs in winter. I am treasurer of the Board of Trustees for our Home for Aged Women, secretary of the Travel Club, secretary of the High School Alumni, treasurer of a dancing club, and a lay member of a Saturday night card club."

NEW ADDRESSES.—Lucille Shoemaker, 12047 Lake Av., Cleveland, O.

Mrs. Alfred W. Mellowes (Agnes Nisbet) 3006 Thompson Av., Fort Wayne, Ind.

MARRIED.—Mabel Chick to James Owen Foss, January 1.

Edith Chapin to Frank Elijah Underwood, January 6.

BORN.—June 2, 1913, to Mrs. Karl Smith (Bertha Page), a son, Neal Williams.

Mrs. Robert L. Whipple (Mildred Jenks) sends word that her son Robert Jenks, now a year and a half old, has never been publicly mentioned in the QUARTERLY.

Mrs. Paul L. Kirby (Inez Barclay) writes that her husband has accepted a call to the Gilbert Memorial Church in Georgetown, Conn. and that they moved to Georgetown from their home in Maine in May. On August 10, their son Franklin, was born.

Mrs. Kersey C. Reed (Helen Shedd) announces the arrival of a small daughter, Mary Shedd, born November 23.

Mrs. Nathaniel W. Ewing (Marion Rumsey) writes: "The little Marion Ewing is not so precocious as her Ma must have been! She cut her first tooth January 2, and that when she was nearly ten months. Isn't it most disgraceful! My message to 1905 is one full of good wishes to each and every one for the new year. I want every one to keep her thoughts on our reunion of next year, and if any one has a special idea for that great occasion, let her send it on to me, post haste, for I want the reunion to be full of good things that represent each one's thought. So those with ideas come forward; I want to hear from you all soon."

#### 1906

Class secretary—Fannie Furman, 254 Alexander St., Rochester, N. Y.

(Please don't let this happen again, 1906. EDITOR'S NOTE.)

#### 1907

Class secretary—Virginia J. Smith, 123 Troup St., Rochester, N. Y.

MARRIED.—Margareth A. Pitman to Henry Gale Chamberlain on December 13, 1913. Address, 339 Charles St., Boston, Mass.

Georgiana Alice Jackson to Harry Vass Allen on December 5. Temporary address, 167 North Grove St., East Orange, N. J.



## 1908

Class secretary—Mrs. James M. Hills, 135 Prospect Park West, Brooklyn, N. Y.

Vivian Betsey Libbey is Assistant Secretary of the Organized Charity, Philadelphia. Address, 419 South 15 St.

Alma Bliven is teaching English in Livingston Park Seminary, Rochester.

Katherine Dauchy exhibited a hand-tooled book at the seventh annual exhibition of the Guild of Book Workers held in New York last November.

Mrs. James M. Hills (Helen M. Hills) gave a 1908 tea December 29 in honor of May Kisson and Edna Schell Witherbee. Those present were: Sallie Simpson, Orlena Zabriskie Scoville, Louise Edgar See, Polly Merriam Atwater, Alice Friend Mitchell, Dorothy Kenyon, Alma Bliven, Carrie Woodward, Lucy Gilchrist, Charlotte Lisman, Helen Andrews Walsh, Marjorie Lewis, and Margaret Steen.

**BIRTHS.**—Born to Mr. and Mrs. Stuart Robinson Strong (Ruth Bartle), November 30, a son, Curtis Clark Strong 2nd.

Born to Mrs. Harry Drew Egbert (Edith A. Cowperthwaite), a daughter, Marjorie Louise Egbert, January 4, 1914.

Born to Mrs. Horace J. Allen (Eleanor Malone a son, Horace Malone Allen, December 14, 1913.

**ENGAGED.**—Eva Alfrieda Price to Elmer Stoutenburg Hobson.

Lucy Raymond to Harry Godwin.

**MARRIED.**—Lucile Parker to Eugene Leavens Mersereau, on November 12. Address, Doty, Wash.

On December 27, Florence Lewis Thomas to John Harvey Dingle. Address, Homewood Apartments, North Charles and 31st Sts., Baltimore, Md.

Eleanor H. Riker to Hugh Campbell Barrett, on June 4. Address, 197 Park Av., Orange, N. J.

Mabel Elizabeth Jones to Donald Dana McKay, Amherst 1909, on November 29, 1913. The wedding was entirely a Smith-Amherst affair, and the 1908 class baby, Eleanor Dodge, was flower girl. Mr. and Mrs. McKay left for a trip to Jamaica, Panama, and South America, where they will remain for some time. Their present address is Giapi, Colombia.

## 1939

Class secretary—Mrs. Samuel B. Wardwell, 156 Clinton St., Watertown, N. Y.

FIFTH REUNION COMES THIS SPRING!

Loyal 1909ers should now begin planning to join the merry throng. The April number will have definite news to tell you. But meantime keep clear of any schemes which may interfere with Commencement this June.

**BIRTHS.**—A daughter, Mary Lee Shepard, was born to Mrs. Lawrence H. Shepard (Elizabeth F. Alsop) on October 9, 1913.

On November 5, 1913 to Mrs. Samuel B. Wardwell (Eunice Remington), a son, Sterling.

On December 23, 1913, to Mrs. Hector McIntosh Holmes (Helen L. Dunbar) a daughter.

To Mrs. T. Herbert Johnson (Rachel Harris), a daughter, Natalie Johnson, June 25, 1913.

To Mrs. Bradley Sargent (Marguerite Hatch), a daughter, Dorothy Southmayd, April 14, 1913.

To Mrs. Carl R. Lane (Edith Merritt), a son, Malcolm Victor, October 20, 1913.

To Mrs. Ray W. Pettingill (Rachel Little), a son, George Ewald, June 5, 1913.

To Mrs. James L. Garfield (Josephine Hill), a daughter, Elizabeth, October 26, 1913.

To Mrs. Frank W. Dwyer (Belle Gormley), a son, James Gormley, November 15, 1913.

To Mrs. Larry B. McAlfee (Marjorie Deshon), a daughter, Marjorie, on April 1, 1913.

Annie Crim expects to spend the winter in Germany, where she has been since last June. Her address is 343 Bauertrasse, Munich, Germany.

Helen M. Spear is teaching English in the high school, Newark, N. Y. and is doing camp fire work and choir work.

The address of Leola Leonard for the winter is 14 Fifth Avenue, New York, N. Y. instead of the one given in the class letter this fall.

Grace H. Spofford is teaching music at the Peabody Conservatory of Baltimore and is studying piano with Director Harold Randolph.

**MARRIED.**—Jessie Chase to James Lewis Malcolm on October 22, 1913. Address, 65 Greene St., Catskill, N. Y.

Alice Rebecca Kilburn to Ward Church

Castle on November 20, 1913. Address, 5443 Fulton St., Austin, Chicago, Ill.

Helen Virginia Stevenson to Donald Carnegie Stevenson on January 12. Address after March 15, 208 North Long Av., Pittsburgh, Pa.

Hilda Stedman to Henry Baumgardner Cross on November 1, 1913.

Florence Allen to Arthur Cowan Rogers on November 12, 1913. They will be at home after February 1, at 5 Dale Av., Toronto, Can.

Mary Palmer to Raymond Tift Fuller on December 24, 1913. Their address is Old Forge, N. Y.

Mildred Hill to John Lowry Jr. on January 29, 1914.

Rey Hager to Manning Martin on October 15, 1913. Address, 612-44th St., Des Moines, Iowa.

ENGAGED.—Alice Woodruff to Donald Denison Willcox, Williams 1906.

Katharine Varick to William Manning Bassett of New York. Mr. Bassett is a graduate of the Boston Tech.

Laura Darling to E. Payson True of Readville, Mass.

Carol Anderson to William Townsend Steinsieck of Philadelphia.

Grace Richardson to Dr. Edward Leonard. Dr. Leonard is a graduate of Amherst, class of 1909, and of the Harvard Medical School.

Harriet Gilbert to Dr. George S. Davis of Nashua, N. H.

Vera Bull's address is 114 Pierrepont St., Brooklyn, N. Y.

Louise Putnam is doing decorative house furnishing with the Tout Faire Co. The studios are at 4 West 40 St., New York, N. Y.

Gertrude Schwary's address has been changed to 67 Winthrop Rd., Brookline, Mass.

Estella Damon Warner lost her little son, Damon, July 18, 1913. He was a year and a half old.

Correction.—Ruth Dietrich's married name is not Mrs. Nelson S. Tuttle, but Mrs. Melsom S. Tuttle.

#### 1910

Class secretary—Mrs. Charles N. Waldron, 14 Parkwood Blv'd., Schenectady, N. Y.

MARRIED.—October 30, 1913 Eva Barns to Walter Doll. Address, 3816 Park Av., Chicago, Ill.

September 10, 1913 Florence Curtis to Edgar E. Harrah.

November 29, 1913 Abbe Frances Ferrin to Charles Rufus Skinner Jr. Address, 81 Clifford Av., Pelham, N. Y.

November 8, 1913 Margaret Hart to Herbert M. Patton.

July 3, 1913 Elsie Hastings to Lawrence V. Bartlett.

October 4, 1913 Chase King to Dr. James P. Leake.

September 18, 1913 Caroline Montgomery to William H. Nelson.

September 17, 1913 Florence Murray to Charles H. Gardner.

October 15, 1913 Alice May Otman to Gilbert R. Baumbach.

October 21, 1912 Annar Marie Wait to Edmund S. Bishop.

September 2, 1913 Amy Wallburg to Benjamin G. Southwick.

October 25, 1913 Constance Watson to James W. Pollock.

October 6, 1913 Olive B. Watson to G. Willard Freeman.

September 25, 1913 Ednah Whitney to Herbert T. Gerrish.

BIRTHS.—November 29, 1912 Francesca Elizabeth Goodell to Mrs. C. E. Goodell (Francesca Bartlett).

October 12, 1913 Carman Bogart Hart to Mrs. C. M. Hart (Adiene Bergen).

September 18, 1913 Elizabeth Townsend Coons to Mrs. P. T. Coons (Elizabeth Brown).

December 9, 1913 James Henry Keyes to Mrs. H. F. Keyes (Evelyn Canning).

November 5, 1913 Julius Dauchy Migel to Mrs. J. A. Migel (Margaret Dauchy).

September 25, 1913 William Wallace Chilson to Mrs. W. S. Chilson (Helen Evans).

March 20, 1913 Dick Hoblit Woods to Mrs. C. H. Woods (Norma Hoblit).

August 16, 1913 Carol Goodrich to Mrs. W. M. Goodrich (Helen Jeffers).

September 9, 1913 George Jenkins Kiedaisch to Mrs. K. Kiedaisch (Katherine Jenkins).

August 3, 1913 Dwight Maynard Delesderniers to Mrs. N. R. A. Delesderniers (Frances Mann).

October 17, 1913 Walter W. Taylor Jr. to Mrs. W. W. Taylor (Marjorie Wells).

ENGAGEMENTS.—Grace C. Briggs to Philip S. Watters.

Margaret Gilbert to Rev. William L. Haven.

Annis Kendall to Malcolm Stearns.

Tei Ninomiya to U. Fujita. She is secretary of the Y. W. C. A. in Yokohama.

Esther Porter to Robert G. Armstrong.

Mary Alexander is student at School of Social Economy, Washington University.

Alice Wardell Baker is teacher of English, Washington Seminary, Washington, Pa.

Dorothy Belden is tutor in English, Smith College.

Grace Burnham is teaching at the Burnham School, Northampton, Mass.

Beulah Cole is head of the Physiography Department, Paterson, N. J., High School.

Esther Crane is fellow in Philosophy and Education, Smith College.

Ethel Dugan is a student of history at the Sorbonne, Paris.

Juanita Field is teacher of expression in Hathaway-Browne School, Cleveland.

Grace Filer is student at Oxford on a Traveling Fellowship from Smith College.

Edna Gibson is teacher at Bay Path Institute, Springfield, Mass.

Ruby Litchfield is student at the School for Social Workers, Boston.

Gladys Mendum is Rockland County N. Y. Agent for Dependent Children, State Charities Aid Association.

Elizabeth Rawls is instructor in zoölogy, Wellesley College.

Carolyn Shaw is a student in the Department of Hygiene and Physical Education, Wellesley College.

Esther M. Smith is a graduate student in the German Department, University of Chicago.

#### Ex-1910

MARRIED.—May 22, 1913 Mae Bickford to Edwin H. Brooks.

December 26, 1912 Frances A. Butterfield to Harry P. Fishburn.

December 5, 1911 Ruth Gray to Thomas M. Van Cleave.

February 14, 1911 Frances Harrison to John A. Wilson.

September 2, 1913 Eleanor Jones to Eugene W. Benjamin.

April 12, 1911 Olive Seager to Lewis Peck.

September 15, 1912 Julia Ward to Anton M. Vidity.

BORN.—October 11, 1913 John Lipton Fishburn to Mrs. H. P. Fishburn (Frances A. Butterfield).

September 30, 1912 Mary Caroline Van Cleave to Mrs. T. M. Van Cleave (Ruth Gray).

January 20, 1912 Sarah E. Wilson to Mrs. J. A. Wilson (Frances Harrison).

February 27, 1912 Lewis Peck Jr., June 14, 1913 George Peck to Mrs. L. Peck (Olive Seager).

January 27, 1913 Arthur MacD. Wood to Mrs. R. A. Wood (Emily Smith).

October 4, 1913 Julia Vidity to Mrs. A. M. Vidity (Julia Ward).

August 18, 1913 Albert D. Early to Mrs. B. B. Early (Genevieve White).

ENGAGED.—Elizabeth Forbes to Harry S. Winn.

Julia Clark is student of Chinese and mission worker at American Church Mission, Ichang, China.

Esther Packard is investigator for New York State Factory Investigating Committee.

#### 1911

Class secretary—Margaret Townsend, 54 Myrtle Av., Plainfield, N. J.

1911, are you beginning already to think about Reunion and sings and trolley-rides to Williamsburg and dramatics and parades and collations and bats? It is none too soon, and we are going to have such a third reunion as was never seen before!

Do your Commencement planning early!

ENGAGED.—Ruth Barnes to James Carvel Gorman Jr., of Baltimore.

Paula Haire to Robert Ray Van Valkenburgh.

Agnes Heintz to William Kennedy. Agnes' father died on December 10, 1913.

Adaline Moyer announced her engagement last May to Arthur S. Martin of Elizabeth, N. J. She expects to be married next June.

Ruth Segur to Clinton Burke of Plainfield, N. J. (Ellen Burke's brother). The wedding will probably take place in June.



Muriel Spicer to James Franklin Carroll Jr., of Utica, N. Y.

Rebecca Smith to Buckingham Chandler of Chicago. She will be married in February 1914.

MARRIED.—Blanche Buttfield to Harlan Pratt on January 28. Her address is Cor. Grove St. & Park Av., East Orange, N. J.

Katherine Ames to Robert Hudson George on January 29. For two months her address will be 170 Brookline Av., Brookline, Mass., after that she expects to live in Cambridge.

Emily Hix to Fred M. Taber on October 15, 1913. Address, Cor. Illinois and Indiana Av., Peoria, Ill.

Jean Johnson to Thomas Jewett Goddard on December 13. Catharine Hooper and Susanne McDougall, and Frances Carpenter and Louise Michael, 1912, were in the bridal party. Address, 157 East 81 St., New York, N. Y.

Mary O'Malley to William M. Hussie on August 28, 1913. Address, 2309 West Lehigh Av., Philadelphia, Pa.

BORN.—Mrs. Richard C. Potter (Bertha Bodwell) has a son, Richard Chute Potter Jr., November 21, 1913. Her new, permanent address is 6708-34th St., Berwyn, Ill.

Mrs. Alfred Lee Clifton (Gladys Burgess) has a daughter, Margaret Lee Clifton, October 21, 1913.

Mrs. Quincy W. Wales (Isabel Guilbert) has a son, Guilbert Quincy Wales, November 13.

Mrs. William James Best (Flora Ray) has a second class baby, Mary, September 22.

Mrs. Maurice B. Saul (Adele Scott) has a son, Maurice Bower Saul Jr., June 27, 1913.

Mrs. Murray Seasongood (Agnes Senior) has a daughter, Janet, September 25.

Mrs. Charles Fernando Lavenás (Margaret Sullivan) has a son, Charles Fernando Jr., April 16, 1913.

Florence Angell is Assistant in Dean Comstock's office in College Hall. Go and see her, returning 1911! Her house address is 42 Franklin St., Northampton, Mass.

Mary Bacon is teaching piano in Spokane, Wash.

Florence Blodgett has entered St. Luke's Hospital, Chicago, for three years nurses' training. Her address is 1416 Indiana Av., Chicago, Ill. She spent November and December in Daytona, Fla.

Helen Brown is Library Assistant in North Adams, Mass.

Lester Church is in Newton, Mass. this winter; address 450 Center St. She spent last summer in Europe where she and Mary Esther Ely took a trip through Italy together.

Margaret Cook is teaching in Miss Anable's School, New Brunswick, N. J.

Ethel Cox is taking some courses at Washington University in St. Louis.

Virginia Coyle is teaching gymnastics and athletics at the Bennett School, Milbrook, N. Y.

Lois Cunningham is abroad until spring. Her address is 1 Rue Lafayette, Grenoble, France.

Mary Dickinson is in New York, permanently. Address, 35 Claremont Av. "Marion Ditman — occupation — spinster."

Peter Fielder is at home. Rumor hath it that she gives music lessons to Susanna McDougall. Last summer she and Becky Smith went camping off in Canada somewhere. Just see what happened to Becky! Pardon me, Peter is *not* at home. She sailed early in February for the Orient with Josephine Hamilton and her mother.

Katharine Forrest has a sister in 1917.

Josephine Fowler is teaching in the Hitchcock Free Academy of Brimfield, Mass.

Genevieve Fox, 64 Cypress St., Brookline, Mass, is Assistant in the Editorial Dept. of Silver Burdett & Co., Publishers, Boston.

Helen French is at home taking lessons in Domestic Science.

Kate Gilbert is substituting in the Fulton, N. Y. schools.

Miriam Gould is doing research work for a Ph.D. (1911's only one, so far), and she is teaching in the University of Pittsburgh.

Ruth Griffith Pinkham took a six weeks' western trip last summer and saw Margaret Clark and ex-1911 Ethel Warren Woodward and her three children.

Clara Heyman is doing volunteer social service work in Detroit, Mich.

Geneva Hinch is "school-teaching."

Sarah Holton is substituting in the high school of Manchester, N. H.

Mildred Horton is teaching in Scranton, Pa.

Margaret Howison is teaching history and science in the Misses Allen's School, West Newton, Mass.

Isabel Hunt is the Extension and Membership secretary in the Jackson, Mich., Y. W. C. A.

Marjorie Kilpatrick is at the Neighborhood Settlement House, Bound Brook, N. J.

Marguerite Lazard is recorder of mental examinations given in the Psychological Clinic at the University of Pennsylvania in Philadelphia.

Miriam Levi ("Marion Lane") is touring the northwest as far as the Pacific Coast, with Otis Skinner in the "Kismet" Co.

Althea Marks is teaching mathematics at St. Mary's Hall, Burlington, N. J.

Florence Masterman is studying for an A. M. at Columbia University. Address, 106 Morningside Drive, New York, N. Y.

Anna McCarty is teaching history in the B. McDurfee High School of Fall River, Mass.

Gertrude Moodey is at home, teaching German at the Plainfield, N. J. High School.

Eleanor Mills is secretary for the New York Association of Working Girls' Societies.

Arlyle Noble is doing Bacteriological Research work with Parke, Davis & Co., Detroit, Mich.

Gladys Owen is a graduate student in political economy at the University of Wisconsin.

Carolyn Palmer's home address in New York is 541 West 124 St., care of Mr. W. L. Mann.

Anne Parsons is teaching in the Mansfield, Mass. High School.

Maude Pfaffmann's address is 331 Temple St., New Haven, Conn.

Dorothy Pease is teaching biology in the New Haven, Conn., High School.

Mrs. Martin Hartog (Florence Plaut) says "Let all 1911ers coming to Europe know that we keep open house for them." (Okeghem Str. 6, Amsterdam). Martin Jr. is maintaining his reputation as the baby with the smile that never comes off.

Katherine Pond is spending the winter traveling in California.

Dorothy Rogers expects to travel in Europe from December until Reunion.

Susan Sawyer is keeping house for her brother in Boise, Idaho.

Henrietta Scott is teaching German and English in the Seymour, Conn., high school.

Ilma Sessions' permanent address is 27 Chester St., Newton Highlands.

Harriet Smith is in the Library of the Smithsonian Institute, and her address is 1316 Monroe St. N. W., Washington, D. C.

Carlotta Stone is Principal of the School at Wendell Center, Mass.

The permanent address of Mrs. G. W. Carlyle Whiting (Elizabeth Sweet) is care of War Dept., Washington, D. C. At present she is a "camp follower" in Texas.

Josephine Thomas is Assistant Children's Librarian in the Carnegie Library of Pittsburgh, Pa. She came home from Germany last July.

Elizabeth Thorne is teaching history in the Halsted school for girls. Address, 342 Warburton Av., Yonkers, N. Y.

Louise Wallace is teaching in the Bluefield, W. Va., High School.

Mabel Ward is in New York this winter taking Y. W. C. A. training. Address, 135 East 52 St.

Ethel Wilson is teaching mathematics in the Salem, Mass., H. S. She writes of a cricket team there.

Esther Wyman is playing the part of a "general handyman about town." Among other things she is conducting a home garden contest for a grammar school.

37 other 1911ers are at home!

Ex-1911

BORN.—Mrs. Arthur Curtis Judd (Edith Henley) has twins: a son, Robert, and a daughter, Estelle, October 8, 1913. Address, 22 Post Av., New York, N. Y.

Mrs. C. Anthony Wolfe (Lola Lowndes) has a son, Lowndes Anthony Wolfe, April 10, 1910.

ENGAGED.—Isabel Howell to William Jay Brown of Cedar Rapids, Ia.

Else Kohlberg to Dr. Branch Craig of El Paso, Texas.

Margaret Atwater Moot's address is 188 North St., Buffalo, N. Y. Her only son, Dana Moot, two years old, died last June.

Mabel Conover is Clerk in the Inheritance Branch Tax Commissioner's Dept., State House, Boston, Mass. She is Chairman of the Literature and Travel Committee of the Old Powder House Club of Somerville.

Evelyn Dewey has changed her address to Huntington, Long Island, N. Y. When last heard from she was abroad.

Mrs. Philip Hammond (Margaret Edwards) is living in New York. Address, 47 Clermont Av.

Ruth Guy is a Medical Student at Johns Hopkins University. Address, 112 Jackson Pl., Baltimore, Md.

Mary Gregg Horn is substituting in "Springside" in Chestnut Hill, and in the Friend's School, Germantown, Pa.

Mrs. Edward S. Freedman (Rosina Mandelberg) has been trying to inaugurate a concert course at the Kimball Hotel.

Rhoda Moore is teaching in Plymouth, Mass.

Amelia Riedel is teaching commercial subjects in the high school, New Britain, Conn.

### 1912

Class secretary—Mary A. Clapp, Hotel Somerset, Boston, Mass.

MARRIED.—Mary Parmly Koues to Dr. Ernest Sachs on October 28, 1913. Address, 5557 Berlin Av., St. Louis, Mo.

Edna Gladys Cherryman to Merrill Howard Tilghman Jr. on October 29, 1913. Leah Stock was maid of honor, and Josephine McKey one of the bridesmaids. Address, 1203 Park Av., Richmond, Va.

Henrietta Dana to Thomas Denison Hewitt on February 10, 1914. Ruth Lawrence, Ruth Baldwin, Frances Carpenter, and Olive Williams acted as bridesmaids.

"Toots" Lake to Clinton Merrick on November 27, 1913. Address, 843 Ridge Av., Evanston, Ill.

Gladys Crowley to Fergus Almy Butler on November 3, 1913.

BORN.—To Mrs. Nelson B. Betts (Esther Cook), a son, Nelson Benjamin Betts Jr., on November 1, 1913.

To Mrs. Corna L. Bennett (Nelle Odber), a son, Franklin Odber Bennett, on December 17, 1913.

To Mrs. Alfred A. Dustin (Marguerite Paton, ex-1912), a daughter, Carol Marguerite Dustin, on November 13, 1913.

To Mrs. Frank McIndoe (Eda Arkush, ex-1912), a daughter, Helen McIndoe, on December 13, 1913.

ENGAGED.—Ruth S. Baldwin to John Folinsbee.

Harriet Coddington to Wellwood Hugh Maxwell.

Elizabeth Curtiss to Titt Covert Jr.

Helen Houghton to Raphael Shortledge.

Helen M. White to Dr. James Henry Mitchell Jr. of Cohoes, N. Y.

Bertha Canon is teaching at Enfield, Mass.

"Frankie" Carpenter reports that she is doing secretarial work for her father.

Helen Coleman is teaching in Scranton, Pa.

Isabelle Cook is chairman of the Department of Public Safety of the Civic Club in Portland, Me.

Marion Denman is in Boston for the winter studying at the Burdett Business College.

Madalene Dow is studying library work in New York.

Elaine Foster is substituting in the schools, guardian of a camp fire group, and working in the Home for Crippled Children in Newark, N. J.

Elsie Frederiksen is again reporting for the Utica Press.

Helen Gates is a student at the New York State Library School at Albany.

Annie Goddard and "Booker" Washington sailed for Europe on January 22.

Mary Head is teaching in the Norwich, (Conn.) Private Day School.

Maida Herman is secretary in the office of Ham, Frederick & Yont in Boston.

Helen Hulbert is director of Physical Training at Kemper Hall, Kenosha, Wis.

Grace Kroll is doing independent journalistic and social work.

Maude Latham is teaching English in the Middletown (Conn.) High School.



Sarah Marble is teaching for practice in the Public School Kindergartens in Worcester. In time she will receive a full State Normal School diploma.

Helen Marcy is giving piano lessons, and playing upon the organ.

Katharine Martindale is working for a degree in home economics at the State Normal School in LaCrosse, Wis.

Agnes McNiven is tutoring and again in charge of the dancing class at Westminster House. She was one of the Committee which had charge of the municipal Christmas tree in Buffalo.

Lillian Moody is still working in Palama Settlement in Honolulu.

Annie Naylor is assistant of the uptown branch of the Nurses' Settlement in New York.

Mildred Norton is teaching at St. Margaret's School in Buffalo.

Ruth Paine is coaching a girls' school basket-ball team, taking music lessons, working in a girls' club, and the Home Missionary Society of the Old South Church, as well as building a house and attending auction sales!

Louise Pickell is preparing herself to be a "Lady Sandow" at the Sargent School for Gymnastics in Cambridge.

Ethel Rispin is assistant in the circulation department of the New York Public Library.

Jessie Roberts is taking her second year of medical work at Rush Institute in Chicago.

Lucia Russell is in Boston for the winter. She and Helen Walker are studying design at Miss Sacker's School.

Marion Scharr is teaching in the Plainville (Conn.) grammar school.

Peg Shapleigh is taking a course in American Literature at Washington University; also one in Home-making at the Y. W. C. A. What does this teach us?

Venette Sites is teaching mathematics at the high school in Bay City, Mich.

Evelyn Smith is teaching in the Beaver Falls (Pa.) high school.

Estelle Smith is indulging in institutional management at 37 Bennett St., Boston.

Jessie Stevenson is visiting in England and Scotland until June.

Marion Tanner has "took" to the stage. She has had a checkered career in her pursuit of the "drayma," having filled engagements in New York, Brooklyn, Wilmington, Del., and Reading, Pa.

Matilda Vanderbeek is tutoring two little girls on the Diamond Bar ranch, 60 miles from Silver City, N. M.

Bessie Wheeler is doing secretarial work at Yale in the departments of Mechanical Engineering and Geology.

**CORRECTION.**—The *QUARTERLY* regrets that Mrs. Alfred O. Andersson (Ruth Harper) was not given her full complement of "s's" in the November *QUARTERLY* and also that she was put among the ex'es instead of with the reglars.

### 1913

Class secretary—Helen E. Hodgman, 314 East 17 St., Brooklyn, N. Y.

**MARRIED.**—Harriet Richardson to Allan Hubbard on December 24, 1913.

Marion Sisson to Frederic Barker Weed on December 19, 1913.

Carolyn De Windt (ex-1913) to Harlan B. Hayes of Amherst and Amsterdam, N. Y.

**ENGAGEMENTS.**—Rose E. Baldwin to Robert Meech of Minneapolis, announced November 22, 1913.

Rachel Whidden announced her engagement to Roy Merchant of West Newton on December 25, 1913.

Harriet Schölermann formally announced her engagement to Harold Raymond Lary on December 26, 1913.

Geraldine Hopkins has announced her engagement to Adriel Dodge.

Clara Ottman to Richard Crosby Brown, announced January 1.

Ruby Parmelee is teaching in a small academy at Odessa, N. Y.

Annie Batchelder is teaching in Harbert, Mich.

Josephine Beecher is teaching Latin and German in the Livonia High School.

Rose Dunn is teaching algebra and English in Taunton High School.

Margaret Adler is taking courses at Columbia, and doing club work and tutoring.

Mildred Tilden is secretary at the Tensenden School in West Newton, Mass. Address is in Register.

Eleanor Poppe is tutoring high school and University of Minnesota students in German.

Alice Woodworth is at home doing settlement work among the factory girls.

Edna Ulrich is keeping house for her father. She is guardian of the Mt. Clemens Camp Fire Girls.

Dorothy Olcott is chairman of a King's Daughter's Day Nursery. She is also teaching in the Industrial Home for Girls and studying French, music, and cooking.

Elizabeth Olcott is studying art, cooking, and French, besides teaching in the Industrial Home, and doing volunteer work in the Day Nursery and working in a drama league. Let's hope the Olcotts don't work too hard.

Marjorie Williams is studying piano, stenography, and bookkeeping and substituting in the high schools.

Annah Montague is teaching in the high school at Putnam, Conn. She is teaching math and gym and coaching basket-ball. Address, 347 School St.

Clara Murphy has a fellowship for 1913-14 at South End House, 43 West Canton St., Boston, Mass.

Constance Fowler is managing a dramatic club in a settlement house in Springfield.

Winifred McQuigg is substituting in high school. She is helping in social service for working girls, and anti-tuberculosis work.

Lucile Atcherson is traveling in Europe. She spent September in Germany, October in London, and until February will be in Paris, Vienna, and Rome. In February she will return to Ohio and take a post-graduate course in domestic science at the State University.

The correct address for Betty McFarland and Lucia Smith is Camp I Purrnene, Mani, Hawaii. Betty writes, "I am teaching squirming, mischievous Orientals, the meaning of 'cat', 'rat' and so forth in another language than their own. I have the receiving grade, children who have never been to school before. Chinese children, Japanese, Koreans, Filipinos, Spanish, Portuguese, Hawaiians, and mixtures of the above appear in my room every morning. Now and then they

bring presents which vary from bunches of violets and roses, fresh eggs, cigarette advertisements, to blank marriage certificates."

Vera Cole is assistant principal in the high school at Patterson, N. Y. She teaches English, history, and biology.

Marian Drury is at home taking courses at Smith College.

Marguerite Young is taking the secretarial course at Simmons.

Mary Mead and Marion Halsey are taking a course in filing, keeping card records, and library work at the Guaranty Trust Co., of New York City.

Mildred Honey is teaching in Detroit. Address, 612 Second St.

Genieve Gildersleeve is private secretary for Harold J. Howland, associate editor of the *Independent*. Address, 618 West 136 St., N. Y.

Louise Denton sailed for Porto Rico on November 19, 1913. She is to teach English in the schools there. Address, care Commissioner of Education, San Juan, Porto Rico.

Dorothy H. Brown is at home giving lessons in embroidery to colored children at a settlement.

Edith Strong is teaching in Central Grammar School at New Britain. Address, 154 West Main St., New Britain, Conn.

Margaret Woodbridge is the soprano soloist in Park Congregational Church in Grand Rapids, Mich. She is also tutoring and doing supply work in the schools. Address, 635 Cherry St. S. E., Grand Rapids, Mich.

Lillian Pearson is teaching in the seventh and eighth grades of Merideth Grammar School. Address, Box 311, Merideth, N. H.

Dollie Hepburn is doing library work.

Helen Estee is instructor in the primary department of the Park School of Buffalo (open-air school). She has charge of the music in the school also.

Monica Burrell sails for Rome on January 31, 1914 to spend the winter. Address, 25 Vie Emilie, Rome.

Gretchen Todd is studying in Madrid, Spain. Address, Institute Internacional, Fortuny 21, Antes 5, Madrid, Spain.

Virginia Slagle has moved from Brookline to Pullman, Wash. Quite a change!

Helen Wilcox begins her trip around the world January 8, 1914. She is to be gone until June.

Elizabeth Schlosser is visiting for the winter in Victoria. Address, care Mr. George McConnel, Madiona, Victoria, B.C.

Dorothy Adams is teaching English and German in Miss Madera's School, Washington, D. C. She has moved to 1801 Connecticut Av., Washington, D. C.

Alene Ayres is doing social work with the Y. W. C. A. at home.

Helen Gould is taking up secretarial work.

Catherine Goudy is taking a course in philosophy at Columbia.

Edith Warner has returned from Europe, and is at home studying domestic science.

Calla Clark is the general secretary of the Young Women's Christian League in Elmira. Address, care Federation Building. Her work deals with the working girl.

Anna Hepburn is going to take the nurses' training in Johns Hopkins University, Baltimore.

Katharine Perry writes that she spent Christmas in Innsbruck, Austria, but is returning to Lugano to continue her studies in music.

Frances Moseley is at home this year studying millinery.

LOST—Addresses of Florence Blenkiron and Marjorie Willson. Any one able to find them for the secretary will earn her undying gratitude.

Ex-1913

ENGAGED.—Dorothy Haskins to Raleigh Warner.

May Bloss, to Roger Sherman Vail of Highland Park, Ill. Mr. Vail is a brother of Cecil Vail, ex-1913.

Olive Cornelia Scudder is engaged to William Patterson White. She is studying piano this winter.

BIRTHS.—Mrs. Asa Hunter (Norma Kenyon) has a daughter, Mary Lorraine, born August 19, 1913.

Mrs. James Hoeveler (Clara Wishart) has a daughter born September 4, 1913.

Mrs. Thomas S. Smith (Beatrice Smith) has a daughter, Anna Louise, born October 2, 1913.

Marjorie Boardman is taking courses in domestic science and French.

Florence Bailey expects to be on the Pacific Coast during February and March, 1914.

The address of Mrs. Edgar Leventritt (Rosalie Joseph) is 104 East 40 St., New York, N. Y.

Edna Dalrymple is acting as governess at 65 East 77 St., New York, N. Y.

Margaret Bean is spending the winter in Southern California.

Mrs. Louis Boysen (Lydia Bigelow) is living in Chicago. Address, 3144 Sheridan Rd.

Mrs. Ervin I. Maynard (Elizabeth Harrington) is making her home in Rutland, Mass.

Adelaide Heuerman is taking a vocal course at the Institute of Musical Art. Frank Damrosch director.

Idelle Scott is a member of the class of 1914 at Adelphi College, Brooklyn, N. Y.

Adeline Thomas is a senior in the normal course in domestic science at Drexell, Philadelphia. Address, 3309 Powelton Av.

### LANTERN SLIDES

The Alumnae Association has a set of 75 lantern slides illustrating college life in general, Commencement, and the inauguration of President Burton. Several views of the newer college buildings, senior dramatics, and college activities have recently been added to the original set. Any alumnae organization desiring the slides may apply to the General Secretary, 184 Elm Street, Northampton. They may also be used by any alumna for exhibition to schools or clubs. The only charge is express and breakage.



## NOTICES

All mail for the *QUARTERLY* should be sent to 184 Elm St., Northampton, Mass. Please send subscriptions to Miss Snow and material for publication to Miss Hill. Correspondence concerning advertising should be sent to Miss Edith E. Rand, 3 West 92 St., New York, N. Y.

The dates of publication are November 15, February 15, April 25, and July 25, and subscribers failing to receive their copies within ten days after these dates should notify the business manager as otherwise the editors cannot be responsible for the sending of copies.

Members of the Alumnae Association may combine their dues and *QUARTERLY* subscriptions in one check or money order.

The business manager asks for your coöperation in prompt notification of change of address.

FLORENCE HOMER SNOW, *Business Manager*.

### SENIOR DRAMATICS, ROOMS FOR COMMENCEMENT

Applications for Senior Dramatics for June 11 and 12, 1914, should be sent to the General Secretary at 184 Elm Street, Northampton. Alumnae are urged to apply for the Thursday evening performance if possible, as Saturday evening is not open to alumnae, and there will probably not be more than one hundred tickets for Friday evening. Each alumna may apply for not more than one ticket for Friday evening; extra tickets may be requested for Thursday. No deposit is required to secure the tickets, which may be claimed on arrival in Northampton from the business manager in Seelye Hall. In May all those who have applied for tickets will receive a request to confirm the applications. Tickets will then be assigned only to those who respond to this request. The prices of the seats will range on Thursday evening from \$1.50 to \$.75 and on Friday from \$2.00 to \$.75. The desired price of seat should be indicated in the application. A fee of 10 cents is charged to all non-members of the Alumnae Association for the filing of the application and should be sent to the General Secretary at the time of application.

By a vote of the trustees of Smith College the available rooms in the college houses will be open to the alumnae at Commencement. The chairman of the committee in charge of the assignments is Dean Comstock, College Hall. Applications for the classes holding reunions should be made to their class secretaries. Rooms will be assigned to as many of these classes as possible in the order of their seniority. In view of the experience of the committee last year, no classes after the one holding its fifth reunion can be accommodated in the college houses. For the five days or less time the price of board will be five dollars. Alumnae to whom assignments are made will be held responsible for the full payment unless notice of withdrawal is sent to the class secretary before June 1. After June 1, notices of withdrawal and requests for rooms should be sent directly to Dean Comstock. All payments for campus rooms should be made at her office, Number 2, College Hall.

### THE WOMEN'S EDUCATIONAL AND INDUSTRIAL UNION

The Women's Educational and Industrial Union calls the attention of college women to its special collection on women in industry. The Union maintains a public reference library of economic and educational material principally relating to women's occupations. It is intended as an information bureau on the question of women's work, both for the Union's departments and for all interested in this subject, whether members of the

Union or not. Situated on the second floor at the front of the Union building overlooking the Public Garden, it offers a pleasant rest or reading room and place for quiet study. Students, social workers, newspaper women, business women, and club women in the vicinity are especially invited to avail themselves of its services.

A number of periodicals, popular, educational, and technical are taken. There is a workable collection of general reference books and public documents. A special feature is the material on occupations open to women and courses of training offered by schools, colleges, and other institutions. Current reports of women's clubs, organizations, and school and college catalogues are kept on file and may be consulted by any one. Practically all of the material is on open shelves accessible to the public. The services of the librarian in answering questions and looking up information are freely extended to all.

It is the desire of the Union to make the library serve as wide a use as possible, and every effort will be made to give assistance.

The library is open from 9 a.m. to 5 p.m. Monday to Saturday inclusive, and during the winter on Wednesday evenings from 6 to 8 p.m.

### BOOK RECEIVED

THE QUARTERLY acknowledges with thanks the receipt from the publishers of Mrs. Jennette Lee's new book entitled "The Taste of Apples." Dodd, Mead and Company, New York, N. Y. \$1.25 net.

## CALENDAR

- |          |   |
|----------|---|
| January  | 9—Concert by the Orpheus Club of Springfield  |
| "        | 31—Group Dance. Morris House Reception  |
| February | 4—Concert under the auspices of the Western Massachusetts Branch of the A. C. A.  |
| "        | 6—Lecture by Professor Charles M. Andrews of Yale University under the auspices of the Department of History                    |
| "        | 7—Junior Frolic   |
| "        | 11—Preliminary Freshman-Sophomore Basket-Ball Game Debate   |
| "        | 14—Meetings of the Alpha and Phi Kappa Psi Societies  |
| "        | 16—Concert by the New York Philharmonic Orchestra   |
| "        | 18—French Club Play   |
| "        | 21—Open Meeting of the Alpha and Phi Kappa Psi Societies  |
| "        | 23—Rally Day—William Howard Taft, Speaker   |
| "        | 25—Open meeting of the Greek Club<br>Illustrated Lecture by Miss Stone of Athens on "Present Day Greece"                        |
| "        | 26—Lecture by Miss Ethel de Long under the auspices of the Department of Economics and Sociology                                |
| "        | 27—Lecture by Professor Charles H. Haskins of Harvard University under the auspices of the Department of History                |
| "        | 28—Group Dance<br>Dickinson House Reception   |
| March    | 4—Orchestra Concert. Big Freshman-Sophomore Basket-Ball Game  |
| "        | 7—Alumnae-Student Rally<br>Group Dance  |
| "        | 11—Glee Club Concert  |
| "        | 14—Division A Dramatics   |
| "        | 18—Piano Recital by Carreño   |
| "        | 20—Lecture by M. P. F. Giroud on Gypsy Songs, assisted by Miss Mulcey, under the auspices of the Department of Music and French |
| "        | 21—Competitive Gymnastic Drill  |
| "        | 25—April 9—Spring Recess  |



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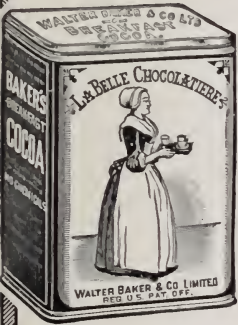
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# The Smith Alumnae Quarterly



Published by the  
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April, 1914



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April, 1914

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# The Smith Alumnae Quarterly

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VOL. V

APRIL, 1914

No. 3

*Entered as second-class matter August 6, 1913, at the Post Office at Northampton, Mass., under the Act of March 3, 1879.*

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## THE HONOR OF YOUR PRESENCE

ADA L. COMSTOCK  
DEAN OF SMITH COLLEGE

From June 13 to June 16, Smith College will be formally—and informally—at home. She is to introduce her youngest daughter; and it is her custom and her great desire to be assisted on such an occasion by the daughters who have earlier left the roof-tree. They know that they are welcome; and yet the College is glad to take this means of telling them that they are looked for and longed for, and that there are many reasons why this particular Commencement should not be missed. There is reason enough in the fact that 1879—the first class—this year celebrates her thirty-fifth anniversary. Come and see her installed in the Dewey House, secure in her priority, and modestly aware that over nine per cent of her membership have—or has—attained to the presidency of a college, and that over eighteen per cent have taken the Ph.D. degree. She is more precious than many buildings; but for all that, the returning alumna will not ignore the new Biological Laboratories suitably ensconced in the meadow where once the study of science, incarnate in the frog, was literally pursued. This is the only new building, but she who enters the Art Gallery—perhaps in search of that Alumnae Exhibition—will find herself in a scene delightfully unfamiliar. It will be a revelation to her to see what has been done for our collection of casts by care in arrangement and attention to effects of color and lighting. And all the while Commencement will be going on, beginning with “The Tempest”—“the most innocent play that ever I saw”—and culminating in the address by A Certain Distinguished Guest. These things are all worth coming for—only less worth coming for than the old friends and remembered scenes which are also waiting. Back of them all stands the College, larger than the sum of all her possessions, more interesting than any of her varied interests, young, and yet full of associations, serene, and yet throbbing with a vitality beyond that of mortals.

“She is not any common earth,  
Water or wood or air,  
But Merlin’s Isle of Gramarye,  
Where you and I will fare.”



# THE RELATION OF THE COLLEGES TO THE SECONDARY SCHOOLS

JULIA H. GULLIVER

Miss Gulliver was graduated in 1879, and has been President of Rockford College, Rockford, Ill., since 1902. She holds the degrees of Ph.D. and LL.D. from Smith.

Somewhere I have seen a quotation from President Wilson (while he was still President of Princeton) to the effect that he never attended an educational convention without being impressed by the fact that we, as educators, do not yet know the fundamental principles of what we are trying to do.

In all the welter of opinion on this subject which I have been asked to discuss, is it possible to determine fundamentally what is the matter with our educational system in whole or in part, especially as regards the college part? What do the secondary schools, as well as the public at large, really want of the colleges that they are not getting?

By permission and for the purposes of this discussion, let me include elementary schools as well as high schools under the term secondary schools.

What is education and what are we educating?

The psychologists told us long ago that to educate means to enable each personality to perform his specific function in the organic whole of which he forms a part. I suppose that in some form or other this conception is adopted and taught in all our best colleges. But what is the practical interpretation of it? It seems to have meant culture, and culture has meant a curriculum, and a curriculum has meant that which by general agreement has been universally regarded as essential to a liberal education. But President Foster of Reed College, after a careful statistical presentation of the subject, concludes that the results "reveal no guiding principles in the college curricula of this country," and that "the investigation demonstrates that nobody knows what the American college course should be."<sup>1</sup> Plainly the question of what we should require of the students after they get to college, must precede the question of what we should require in preparation for college. Even a curriculum that might have been agreed upon a decade or two ago does not now solve the problem of educating boys and girls "who face in the twentieth century problems of living and occupation then unknown."<sup>2</sup> We have been trying to educate intellects, and no such thing exists in the concrete order of things. We have set up a false god known as the "curriculum" or the "subject," at the expense of the actual needs of the boy or girl who is to be fitted by the subject or subjects to live his life efficiently and so happily.

<sup>1</sup>William T. Foster, *Administration of the College Curriculum* (Houghton, Mifflin Co., 1914) pp. 164, 193.

<sup>2</sup>Vocational Education in Wisconsin (Commercial Club of Chicago, 1913) p. 17.

This criticism does not apply to the colleges alone. It applies all along the line from the elementary schools upward. The Committee on Ancient Languages, representing the National Education Association,<sup>3</sup> says that in the secondary schools we have "selected our subject matter with an almost incredible indifference to the psychology of adolescent girlhood and boyhood." An earnest appeal rings throughout this whole report on the reorganization of secondary education for more vital teaching in all subjects, that is, teaching that will grip the child through his interests—teaching which will enable him to become a vital part of the world that he is to live in and to do for that world the thing he can do best. This is also stressed as the great essential in the recent report of the Carnegie Foundation on Education in Vermont.

From no quarter is the appeal for such teaching so heart-searching as from the elementary schools, which undoubtedly constitute the strategic point in our whole educational system to-day. Of 20,054,026 persons enrolled in the schools of the United States in 1911,<sup>4</sup> 18,521,022—an overwhelming majority, more than  $\frac{9}{10}$  of the whole,—were enrolled in the grades. The large majority of the teachers who are teaching this overwhelming majority of our future citizens, are women. The total number of teachers in the common schools is 533,606, of whom 423,278 are women, about  $\frac{4}{5}$  of the whole number, most of whom are teaching in the grades.

Are our women's colleges awake to this situation? Are they trying to mold public opinion to demand in the grades the best teachers in point of preparation and of salaries instead of the poorest? Are they furnishing teachers who are capable of helping the child "to define the aim of his life in terms of his own natural endowment and possible attainment?"<sup>5</sup> It is one of the most solemn and urgent duties of our women's colleges to concentrate their energies on this strategic point of need, for herein lies the greatest opportunity for service ever offered to any women at any time in the history of the world.

The discussion up to this point may be summarized in the statement that what the secondary schools most need of the colleges is a re-definition of culture in terms of present-day needs both for boys and girls, which will also be in terms of the best psychology that we know.

The second greatest need is that we should re-vamp our ideas of the proper significance of industrial training by studying with open mind what it is coming to mean. We have objected to it as narrowing. We have looked askance at it as something common and unclean. Here is the real ground of complaint regarding the inflexibility of the colleges. Here, too, the elementary schools afford the most enlightening suggestions. An average of 24.45 per cent only of the children in the elementary

<sup>3</sup>United States Bureau of Education, Bulletin, 1913, No. 41, "The Reorganization of Secondary Education," p. 39.

<sup>4</sup>Report of the Commissioner of Education, 1912.

<sup>5</sup>Dean Russell, Industrial Education (Columbia University, 1912), p. 7.

schools reach the high school.<sup>6</sup> Of the eighteen and a half million in the grades in 1911, then, something like fourteen million were probably lost, as far as further schooling is concerned. They were probably lost in other respects as well. Every year multitudes of children go out from the grades without the knowledge of any trade and with slim chances of learning any. Many of them leave by the sixth grade or earlier, before they are fourteen years old. Pitiful little waifs that they are, they are either forced to go to work prematurely in factories, mines, or quarries, or they stay at home and do nothing. That many of them are likely to swell the ranks of pauperism and of crime goes without saying. But what I want to emphasize here is that many of them leave the schools, not because they are forced to do so, but because neither they nor their parents think it worth while for them to stay. This latter class constitutes in Wisconsin 50 per cent of the whole, according to the Wisconsin authorities,<sup>7</sup> 76 per cent of the whole in Massachusetts, according to the Massachusetts Industrial Commission.<sup>8</sup>

How can this be helped?

The Wisconsin experiment of providing a system of vocational schools for the compulsory education of children from 14 to 16 is answering this question by the discovery that children who have left the established schools are glad to return to the vocational schools.<sup>9</sup>

Now the obvious thing would seem to be not to let these children leave the grades at all, but to introduce industrial training into the grades that would tend to keep them there. What kind of industrial education? Not the teaching of specific trades, but the teaching of the fundamentals that lie at the basis of all industry. So urge such disparate authorities as James P. Munroe,<sup>10</sup> and Dean Russell of Columbia.<sup>11</sup> For the formulation of such a course, we need, says Mr. Munroe, "the enlightened schoolmen, the enlightened employers of labor, and the enlightened working men." Verily the true light is beginning to shine so far as organized effort in education is concerned. I would venture to add that we need, most of all, men and women who know both technique and theory, practical needs as well as principles pedagogical and technical. Such men and women the country is demanding of our higher institutions to-day. This is the old college idea translated into present-day terms.

Now why is this training necessary in the fundamental principles that underlie all the trades? It is plain enough that it is necessary to prepare those who will toil with their hands to choose a trade and to learn it.

<sup>6</sup>Report of the Commissioner of Education, 1912, p. XXII.

<sup>7</sup>Vocational Education in Wisconsin, p. 31.

<sup>8</sup>F. G. Bonser, *Fundamental Values in Industrial Education*, p. 40.

<sup>9</sup>The leaders in the vocational school movement in Wisconsin think that such schools should be independent of the established schools, because, says Dr. Reber, "The teaching staff in the established schools is academic, it is prone to cling to pedagogic tradition, it lacks the atmosphere, the perspective, the local color, the personal experience, all of which are essential to vocational education." And so the weary round repeats itself. Because theory and practice have been separated in the training of our schools, we must continue to make the same mistake.

<sup>10</sup>National Society for the Promotion of Industrial Education, Bulletin No. 15.

<sup>11</sup>*Loco citato*.



But is it necessary for those who will go on to high school and to college?

Even more necessary for them, and why?

Not merely for the familiar reason of the necessity of motor expression on the part of every child whatever his future occupation may be, not only because of the general saneness of attitude that comes from skilled work with the hands, but because "for us as a people there is nothing more to be desired than a sympathetic understanding of the conditions under which men earn their living."<sup>12</sup> The child cannot be *en rapport* with his world as it exists to-day, unless he knows the industrial world of which he forms a part. Only as he understands what that world is doing for him can he understand his reciprocal duties to that world.

We are under bonds to change our educational theories with the changing needs of the times. Our natural resources in this country are no longer, as formerly, practically limitless. On the contrary, they are steadily decreasing. We are entering the world's markets as we have not done hitherto, and we find that other nations, Germany for example, are underselling us. And the result is, most interestingly, that the advocates of practical education are beginning to demand something that closely approximates to the college idea. Manufacturers are calling for expert mechanics, those who know not only how to run one machine or one part of one machine, but those who understand the general principles involved in a given industry. The advocates of vocational education in Wisconsin are crying out for men and women who are more constructive, for "lawyers that understand economic conditions, and economists that know law", as the greatest need of the time. Instead of doing away with the college idea of all-roundness, they would extend it through all its ramifications. They point out that in Germany there are continuation schools even for waiters, where they are taught how to carve, how to buy, also food values and sanitation. In the same tenor, Dean Schneider of the College of Engineering in the University of Cincinnati says that engineers such as the times demand must be "initially aggressive in spirit, and men of mind; they must be deeply versed in science; they must have a thorough and intimate knowledge of men and materials; their instruction in the humanities must give them breadth of vision, and the resultant breadth of tolerance; and they must know the real problem as it is."<sup>13</sup>

When we ask how they are trying to produce such engineers at the University of Cincinnati, we find it is by the alternate week plan in accordance with which the students, under trained coördinators, spend one week in the shops and one week at the university, eleven months in the year for five years.

All along the line it is being urged that to do the work of the world to-day there must be wider vision, greater expertness, in a word, more brains than have ever before been necessary. Why should we maintain

<sup>12</sup>Dean Russell and Dr. Bonser, *loco citato*.

<sup>13</sup>National Society for the Promotion of Industrial Education, *loco citato*.

that the one occupation of home-making is exempt from this rule? Journalists without expert training have learned by hard experience to meet the demands of their profession. Nevertheless, schools of journalism are being established, so that men may learn to do consciously and scientifically what they have formerly learned to do more or less unconsciously and empirically. This is typical of what is happening everywhere. It is true, as is often argued, that the housewives of this country have for many years cooked well and made delightful homes. It does not at all follow that uninstructed women will continue to meet the demands made upon them, when we consider the increased cost of living and its inhibitory effect on marriage as well as its accelerating influence on the divorce rate, and the awful fact that, with all our present knowledge of home-making and child-rearing, the annual number of preventable deaths of babies less than a year old in this country is represented by a light that flashes and goes out every  $3\frac{1}{2}$  minutes, i.e., 150,000 babies die every year when they might be saved.

The signs of the times are that not only will the applied science of Home Economics be admitted into our women's colleges in the near future, but that all the sciences taught in all of our colleges will in some sense and in some measure become applied sciences.

Time and space fail in which to discuss the application of the above discussion to specific questions regarding the relation of the colleges to the secondary schools. Such an application might suggest a possible solution in more than one case. We can here briefly take up but one—the subject of college entrance requirements.

It is true, as Dean Davenport of the University of Illinois says, that we are committed in this country to universal education, which means "all sorts of education of all sorts of men for all sorts of problems in all sorts of subjects." But to interpret this as meaning that all sorts of things are to be taught to each individual person is to entertain the familiar logical fallacy of division. The demand is frequently made that the colleges, in order to be truly democratic, must widen their entrance requirements to include every subject taught in the curriculum of every accredited high school. This means (to take the situation in California where it is found at its high water mark) that the preparatory list should include "clay modeling", "wood carving", "plain sewing", "dress-making", "millinery", "cooking", "laundering", "nursing", "dairying", "poultry", "live stock", "farm mechanics", "bookkeeping", and "stenography and typewriting." The only restriction made by the University of California is that not over nine of the required 45 admission units be from such subjects.<sup>14</sup> We have already seen that the real thing that the secondary schools want of the colleges is men and women of greater mental acumen and more constructive ability than they are now furnishing in any numbers. I submit that the proper preparation for the

<sup>14</sup>Prof. M. G. Frampton, *An Educational Crisis* (Pomona College) p. 1.

development of such men and women is not to be found in so dissipating and superficial a program in the preparatory schools as that just cited. If it is accepted by the colleges, it would seem that we are trying to meet the wants of the 60 to 90 per cent, variously computed, of the high school students who never go to college, rather than of the minority who do go to college, which is supposed to be our especial *Gebiet*.

By way of contrast to the above, take a standard entrance requirement like Latin, which we are told we should cease to require because it is not adapted to the needs of the majority. But because all cannot study Latin, is there any reason why some should not study Latin? The demand that Latin should be given up in our high schools is accompanied by a further demand that our colleges should become democratized. If the best college preparation is removed from the public schools, what could be better calculated to increase the aristocracy of learning rather than its democracy? At last we have some scientific data from experience instead of mere theory, so far as the study of the classics is concerned. So far as Latin is concerned, we can speak with more assurance than ever before. The invincible conviction of the colleges on this subject is being ratified by data that cause the Committee on Ancient Languages<sup>15</sup> (the majority of whom represent the secondary schools) to re-affirm their belief that Latin is not only one of the most effective educational instruments for general culture, but that it is, as well, one of the most practical subjects in the curricula of the secondary schools. A comparison carried through by Walter Eugene Foster, chairman of this committee and principal of the Stuyvesant High School, New York City, between two groups of about 200 each, one of whom took Latin and the other German, showed that the Latin group led the German group in increasing measure, until in the end it averaged 20 per cent better. This statement is an interesting complement to the results obtained by President Lowell of Harvard from the statistics of 13 classes—1888 to 1900.<sup>16</sup> In 9 out of 13, the honor men elected Latin and Greek in slightly larger proportion than did the plain degree men. The honor men also elected a larger proportion of mathematics. An independent line of research at Bowdoin College shows that the 50 successful men of the classes from 1890 to 1900 ("Who's Who" was the criterion) specialized in the classics while in college more than the 50 men chosen at random, in the ratio of 19 to 3, this being the most conspicuous difference between the groups. Ellsworth D. Wright<sup>17</sup> quotes a statement from the professors of Cornell University, including professors of German, English, mechanical engineering, oratory, mathematics, philosophy, entomology, electrical engineering, architecture, and embryology, to the effect that they would prefer "as students of our respective subjects those who have included both Greek and Latin among the preparatory studies in the high school rather than those who have

<sup>15</sup>Preliminary report, The Reorganization of Secondary Education.

<sup>16</sup>President Foster, The Administration of the College Curriculum, Chap. XI.

<sup>17</sup>"Foreign Language Requirements for the A.B. Degree," The Classical Journal, May, 1912.



neglected these subjects in favor of modern languages or of our own respective subjects."

It is impossible for the colleges to turn out better trained men and women than they have done, if students are to come to college, not better, but more poorly prepared than formerly. The real ground of criticism here as elsewhere is that while Latin is better taught than most subjects, it is not yet taught *vitally* enough.

That vocational subjects may not ultimately have just as much disciplinary value as the present standard subjects, no one has sufficient wisdom to deny. But in the secondary schools, as a whole, the time is not yet.<sup>18</sup> The college should hasten the day by providing teachers who are capable of standardizing these subjects. As to vocational subjects as now offered in our colleges and universities—that is an altogether different story.<sup>19</sup> Personally, I am glad to bear my testimony that Home Economics, as taught at Rockford College, is, by common consent, one of the stiffest and most mentally taxing of all the subjects given in our curriculum.

I have endeavored to show that the advocates of vocational studies have come far toward meeting the advocates of what have been known as the liberal studies. Cannot we meet them half way, and admit that the actual shield has both a silver and a gold side, even if both parties must continue to insist that their particular side is the gold one?

The times are ripe for this. The educational needs of the country, from the elementary schools to the professional schools, proclaim the lack of it. The economic needs of the country are clamoring for it. The awful waste of human material that is going on all the time, cries for it, like the voice of the blood of Abel, from the ground.

## A STATEMENT BY MRS. HOWES

No one who believes in the importance of ideas can object to having his own ideas strongly, even contentiously, opposed, and it is not my wish or intention to answer Mr. Sleeper's arguments in general in reply to my article in the November, 1913, *QUARTERLY* on Art and Music in the College Curriculum. But his charge of inaccuracy in my statistics is another matter, especially if the charge is made broadly, without being supported, as was the case with Mr. Sleeper's reference to my tables in that article. At my request, therefore, Miss Hill, chief editor of the *QUARTERLY*, has reviewed my figures at their source, the college catalogues of 1913, and authorizes me to say that she has verified them as correct.

<sup>18</sup>Prof. Frampton says that Pomona College has accepted a limited number of vocational units, carefully guarded, for two years. Statistics show that at the end of the sophomore year of those who offered only standard subjects at entrance 15.4 per cent were deficient, of those who offered units in vocational subjects and one year of language, 30.5 per cent were deficient. That is, students who offered, at entrance, units in standard subjects only, showed twice the ability to carry sophomore work that the other class of students showed. We have not the statistics, but our experience at Rockford College corroborates these statements.

<sup>19</sup>Dean Schneider, *loco citato*.

These tables were naturally taken only from separate women's colleges of equal rank and like aims with Smith College. An argument for the crediting of practical work in music drawn from the practice of the great state universities (or indeed most universities) has not the least bearing on our problems, since these universities offer explicitly vocational courses of all kinds. I found students in the University of Washington working at printing-presses—but that did not seem to me to constitute a reason for expecting to see the same at Smith. In the same way the crediting of practical work in music for an advanced degree in *Music* has no bearing on the proper credits for the degree of Bachelor of Arts.

The point which Mr. Sleeper seeks to make in regard to "Interpretation" courses at Wellesley is quickly disposed of by a reference to the catalogue, which not only lists these courses under "I. Musical Theory," as against "II. Practical Music," but further refers to them in these terms:—"Open to students . . . who are at the same time taking lessons in practical music in the department. . . ."

ETHEL PUFFER HOWES.

## COLLEGE ENTRANCE REQUIREMENTS

CLYDE FURST

Mr. Furst, as the Secretary of the Carnegie Foundation for the Advancement of Teaching, is in a position to speak authoritatively of the present policy of the colleges in regard to the question under discussion, and has kindly consented to make the following statement.

There is a steadily increasing realization on the part of our institutions of higher education that low and uncertain entrance requirements demoralize both the college and the high school. Graduation from a good secondary school is more thoroughly established than ever before as the proper requirement for college entrance.

There is also an increasing realization on the part of our more conservative institutions that a rigid prescription of traditional subjects for college entrance both cumbers the college with conditioned students and hinders the high school in providing a curriculum that is best for its community. An increasing number of universities and colleges are making their admission requirements more flexible. Half a dozen, including some of the highest rank, have arrived at the ultimate position of holding that any good graduate of any good high school should be able to enter any good college, irrespective of subject matter requirements.

The present tendency is all in this direction, so that the college which admits only by examination is becoming a rarity. When Harvard and Yale and Columbia and Princeton consider certificates, the fight for examinations alone is lost, especially in the light of the rapidly accumulating

evidence of the unsatisfactory character of examinations alone as measurements of either ability or accomplishment.

The certificate system, however, is by no means perfect, although as administered by the New England College Entrance Certificate Board it is better than any system of examinations alone that we have ever had.

The new combination of entrance examinations and entrance certificates in the institutions that have been mentioned gives a freedom and security to both college and school. There are few colleges left to combine a certificate system with their examinations. It is quite possible, however, that the colleges which now accept certificates alone will add some examination tests. Such a development would seem to me very wise.

## COLLEGE ENTRANCE REQUIREMENTS, AGAIN

DOROTHEA WELLS

Miss Wells was graduated in 1904. She has been engaged in secretarial work at Wellesley since 1907. For the past six years the secretarial work has been connected with the Board of Admission of Wellesley College.

In the *QUARTERLY* for February, Miss Sebring (with all her rich experience) apologizes in her first sentence for approaching a vexed subject. Perhaps my spirit is like that of Ex-President Taft, who, at a recent gathering of Yale Alumni, introduced as he said, in "the enthusiasm of his ignorance," a subject left untouched by President Hadley. Let me hasten to add, however, that this is not in any sense a formal consideration of the content of College Entrance Requirements. I am (like Miss Sebring in fact) concerned chiefly with methods and machinery.

My excuse for writing lies in the fact that it happens that I am quite on the other side of the fence, that Miss Sebring's article has touched my interest, personal and professional, and that in one or two points I find myself "contentious."

Although I have promised not to touch the content of College Entrance Requirements, I do wish to say in passing that I believe that just as the college curriculum is now under fire and may be subjected to revolution and reconstruction, so the subjects required for admission must, in the general process of adjustment, come under review and be required to account for themselves. It is well for each one of us who has had training under the regime which is now under criticism, to think out carefully what that training has brought her, and also to decide wherein she is dissatisfied with it. Are not our dissatisfactions largely with our own reactions? Do we not regret wasted time and opportunity? Personally, I regret more that I did not force my wandering attention to Plato, than that popular applied science in one of its appealing forms failed to beckon me along obviously pleasant paths. I cannot help thinking that Mrs. Day, last year in these columns, and Mrs. Cone more recently,



have the vision of the Phoenix that is going to rise from these ashes, and that these real things which they have seen are what we want the next generation to have in college. Moreover, I am not yet convinced that knowledge is chiefly to determine conduct, since I feel that *being* or character, is quite as important an end in education as *doing*. And in this, is not "the subject matter studied" concerned?

But we were to consider machinery. I wish to state briefly why I am in favor of an admission system which allows and encourages the intelligent use of certificates. Much misapprehension apparently exists in regard to the so-called certificate system. Some seem to consider that a college which accepts certificates never sets admission examinations, or that certificates are accepted from any and all schools. A slight description of the method by which a school may become accredited with the college with which I am now connected, may give point to some of the statements which follow.

Schools outside of New England desiring the certificate privilege are required to submit, upon blanks furnished by the college, a detailed description of their course of study in each department, and general information as to the number of teachers who are college graduates, and the number of students sent to other colleges, either by certificate or by examination.

This information is examined by the heads of the various departments concerned, who constitute the Board of Admission. Sometimes the evidence is sufficient to warrant immediate refusal. In other cases, if there is doubt, further information may be sought from the schools, and if the information received is satisfactory, the school is placed on the approved list for a period of three years.

After the school has complied with the requirements for securing the certificate privilege, it is further required to furnish on forms supplied by the college, the record of each candidate whom it wishes to send to college. In cases of doubt, a principal may withhold the certificate in some subjects, requiring an examination. In every case the certificate is supposed to stand for a superior quality of work, high above the passing grade. In addition to a description of the preparation of the candidate, the principal must also sign a statement to the effect that he believes the candidate "capable of sustaining herself in the work of the freshman year." These certificates are in turn examined by the Board of Admission, who may, if not satisfied with the preparation in any point, require an examination.

It must be admitted that mistakes are sometimes made in placing upon the accredited list schools which are unworthy of such recognition. In such cases, the mistake is corrected, either by warning the school if it is a case of mistaken estimate of a candidate, or by withdrawing the privilege if it is a case of a poorly prepared student.

The contention in the recent article that the certificate privilege is

easily secured has impressed one who has had some dealings with principals of schools who have held otherwise. I would state, however, that though a school may happen to find the privilege easy to secure, I have yet to find the school that does not have to work to retain the privilege. Herein, I believe, lies a real difficulty. I certainly do not know of a single college of good standing where a school would be tolerated upon its approved list after sending students who have made serious or repeated failures.

As for the New England schools, which are under the local ruling of the New England College Entrance Certificate Board, I feel sure that none of these finds the certificate privilege either easy to secure, or easy to retain if the certificated students prove unworthy.

In looking at the matter in a broad way, it resolves itself into a business proposition involving honor, wherein the preparatory school makes a statement of the assets of a given candidate and the college gives proper credit for these assets. We assume on the one hand that the firm with which we are dealing, having furnished references and documents in evidence, is reliable and trustworthy, and that it is informed in regard to the product it is sending out—ininitely better informed than we are,—and that it makes no claims beyond what it hopes can be justified.

This figure can be fairly criticised, I know, for its element of weakness lies in apparently taking no account of the personal equation which looms large in the present transaction. One cannot really market human ability. The personal equation, however, is considered in our relations with the schools, as the effort is made to analyze the failures of students, and to discover whether they are due to lack of preparation or to other causes.

The chief reason why I believe in the certificate system of admission is that it makes for sounder education by placing the estimate of a candidate where it belongs, not exclusively on an examining board, but upon the principal or teacher of the school where the candidate has prepared. The certificate should be used by these officials to represent work that has been covered in a systematic school course in a thoroughly satisfactory manner.

I think we must all be aware of some educational dangers involved in preparing students for a given set of college entrance examinations. To meet the individual and exceptional requirements of some, special cramming must be done, and valuable time is wasted. The time thus consumed could certainly be more profitably spent. In other words, there is a natural tendency under the examination system to cram students to pass an examination rather than to give them the all-round preparation necessary to meet the demands of college work.

In supporting the certificate system of admission as a principle, I would not be understood to condemn examinations in themselves. I believe in them heartily as an educational experience for the student,

not only as preparation for college, but for life, for only by making the reviews necessary to meeting some test of this kind does the student see the whole subject in proper perspective. The certificate system properly administered emphasizes the need of reviews and examinations within the school and recognizes no system of exemption for high marks. To appreciate the worth of examinations in this way, is, however, far from saying that they should be the ultimate and final test.

Miss Sebring and I would probably both agree that the Harvard New Plan of Admission is a step in the right direction. Perhaps I would emphasize more than she does the certificate aspect of that situation. At all events it was a method doubtless adopted because of the inadequacy of the examination system.

Before closing, I should like to quote from a statement prepared a number of years ago by our Board of Admission, since it sums up the matter concisely:

The difference between the examination system and the certificate system is not so great as is often imagined. The roughest method of admission will succeed in keeping out of college the confessedly poor student and will admit to college the superior student. The difficulty comes in the case of the mediocre student. In dealing with such students the two methods are not dissimilar. Members of the faculty of two colleges which require examinations for entrance have repeatedly stated in public that in all doubtful cases the opinion of the principal of the preparatory school is always sought and is often the deciding factor. The method of the examining college is, therefore, first to examine and if the results are not decisive, then to consider the statement from the secondary school; the method of the certificating college is first to consider the certificate from the preparatory school and if this is not decisive, to examine. The decision is based in both instances upon examination and certificate. That neither method is perfect is clear, since students are admitted to all colleges who do not succeed in maintaining themselves. That one method is better than another may be difficult to prove, but certainly the certificate system seems to have the greater number of adherents and has stood the test of experience.

Miss Sebring has placed the burden of proof of the efficiency of certificate entrance upon the colleges using this form of admission. She has asked for carefully prepared statistics. In the nature of things statistics such as she calls for would be misleading for two reasons: first, because few candidates come to us entirely by examinations, and second, because many of those who do enter partly by examination are those to whom certificates have been refused because of poor or indifferent work. Any statistics based on such conditions would be unfair to the examination side of the question.

In the belief that the proof of the pudding is in the eating, I should prefer to seek the evidence of the comparative value of the two methods by looking directly at results. What kind of work are our graduates doing who go on to graduate study? The number of women entering



graduate schools is small, and in most cases they are picked students. But this would hold of either class of student, whether from the college requiring entrance examinations or that accepting certificates. I know that there has been a recent classification, made by the Bureau of Education, of college efficiency determined partly by the work of the graduates in graduate schools. Are there any figures which would show the comparative standing of students of both classes who have gone on to further study?

## THE VALUE OF DRAWING AS A COLLEGE STUDY

PAULINE WIGGIN LEONARD

Mrs. Leonard was graduated in 1890, and took her M.A. at Radcliffe. She has taught at Wellesley and Vassar, and been librarian in the historical division of the New York State Library and at the University of West Virginia.

Since the question of the place of the Fine Arts in a college course was raised in the *QUARTERLY*, it seems to be an eminently proper subject for discussion. It is the point on which the policy of Smith College at the beginning differed most widely from that of other colleges for either men or women and on which the opinion of her alumnae must be of special interest. Other colleges are approaching our practice, to be sure, giving due credit to practical work in drawing and music; but since that fact would not in itself be sufficient to justify the policy, some of us who believe in it are glad of this opportunity to give some reason for the faith that is in us. Professor Sleeper has presented the case of music so far as that could be done in a single article, but naturally he was obliged to leave much still to be said in favor of drawing.

Although Mrs. Howes concedes the value, indeed the necessity, of some practical work in drawing if the student is to deal effectively with the principles of aesthetics, she seems to be distrustful of it as a college subject. Evidently she fears that if it is admitted on its own merits and not as a mere handmaid to some course in theory, it will insidiously undermine the intellectuality of the college course.

But is not this fear due, at least in part, to some confusion in the terms of her argument? In comparing laboratory with studio practice, she says that the latter is "in the service of the aesthetic experience, and the aesthetic experience is the apotheosis of sensation, indeed, but not of thought." But surely "work in the service of the aesthetic experience" and the aesthetic experience itself are two entirely different things, not involving the same mental processes. From the artist's or producer's standpoint, his aesthetic experience is impulse and material for work, but not the work itself. His problem is to create, by whatever medium is most convenient, something which will convey that experience to other persons; and, even when reduced to its simplest terms, this is commonly

a problem of extreme difficulty. When Mrs. Howes speaks of the aesthetic experience as a "refreshment and inspiration through a moment of sensational perfection," and ascribes to it the qualities of "rest" and the like, we must believe that she is speaking from the point of view of the observer only. For certainly, whatever may be the effect of a work of art upon the spectator, to its creator it has never been a "restful experience."

Now it is the experience of the creator, not that of the spectator, that the student gains, even though in small measure, from college practice in art. If we seek an analogy between drawing and other subjects in the college curriculum, we shall find it, not in laboratory work, which resembles it only in the accidental circumstance that its work is most conveniently performed within the college buildings, but rather in the theme work accompanying courses in English.

Whatever medium we employ—words, lines, shapes, color,—the mental processes involved in any attempt at artistic creation are much the same and almost equally valuable as parts of the college training. Indeed in some ways, in forming habits of accuracy of observation and exactness of expression, in cultivating a sense of proportion and skill in eliminating the non-essential, drawing has an advantage over theme work and may be of great assistance to it. The fact that we have been using words from our childhood, generally in a slovenly fashion, makes them a difficult medium when we first try to form anything like an effective style. Our bad habits cling to us in spite of ourselves, and often it is through the use of some other medium of expression that these habits can best be broken. Indeed it may well happen at some stage of the student's development, paradoxical as it may sound, that a course in drawing will be a greater help to the effective use of English than any theme course could be.

Moreover if we agree with Mrs. Howes that college study should be limited to the service of reason, we do not necessarily disparage the value of drawing. Just what do we mean by reason? William James calls it a process of the mind involving two stages, sagacity and learning, of which sagacity is the rarer, "the ability to seize fresh aspects in concrete things being rarer than the ability to learn old rules." And he explains that "to be sagacious is to be a good observer." But this, it appears, is a difficult matter. "One person," says John Stuart Mill, "from inattention or attending only in the wrong place, overlooks half of what he sees, confounding it with what he imagines or with what he infers; another takes note of the kind of all the circumstances but being inexpert in estimating their degrees, leaves the quantity of each vague and uncertain." In fact, the untrained person does indeed "see through a glass darkly," and it looks as if the psychologists and logicians would have us not only give due credit to the practice of drawing in college, but, like Johns Hopkins, require it. For if we are to develop the reason by train-

ing the powers of observation, then surely we must place a high value upon a study which, like drawing, insists that first of all the student must open his eyes and see.

Indeed it is a fact that there are few courses in the college curriculum more genuinely stimulating to the average mind than drawing when it is well taught. All instructors know the difficulty of getting original work from students whose training has commonly led them to work over the results of other people's thinking instead of doing any of their own. Even in the laboratory it is hard to prevent suggestions from other students or from books from working their way into supposedly original investigations. But in drawing this is impossible. All the mental processes involved,—observation, judgment, comparison of values and the like,—must be the student's own. The finished product can represent only his own idea. It may, of course, be an idea of a material object, though not necessarily so. For instance, a portrait, pencil drawn or painted, is as truly a creation of the intellect as a portrait drawn by means of words in a story. But even in the simplest forms of pictorial representation the mental processes are of great value. To learn to look always for the truth, to observe accurately and with sufficient keenness, to recognize essential features, and to express truly neither more nor less than the conception requires, these are habits of the mind well worth cultivation, and a study that requires them, whatever the subject or medium of expression, can hardly be regarded as other than an intellectual exercise.

The student is perhaps not conscious of all these processes in any single act of production; but neither are any of us conscious of mental processes which we perform habitually. The lawyer pounces upon the undistributed middle or other fallacy of logic without consciously going over the steps of the syllogism, and the apt student of geometry, unless the theorem is peculiarly complicated, sees his demonstration as a whole, with something resembling a flash of the imagination, and consciously covers the steps of the argument only when attempting to demonstrate it to others. Certainly neither in these cases nor in the case of drawing does the fact that the mental processes involved become sub-conscious as they grow to be habitual detract from their value.

On the contrary, it rather increases it, enabling the student the more surely to transfer these processes to other forms of thought. And as this fact constitutes the strongest claim of both mathematics and logic to a place in the college course, so it greatly strengthens the value of drawing to the average student, and particularly to women students, whose conditions of life do not commonly hold them to a regard for the facts in a case even as strictly as men are held. Without habits of keen and accurate observation and of exact statement, the powers of induction and deduction are of little value in the conduct of life, and women are too often handicapped in practical affairs by a failure to realize that



the vision of things as they should be must be based upon an exact knowledge of things as they are.

If a training in accurate and intelligent observation and in exact statement were all a student gained from a good course in drawing, I personally should urge its election as one of the best aids to effective thinking. But this is by no means all. The ideal of Smith has always been to develop her students into well-balanced human beings, and, fortunately for the world, human beings are not mere thinking machines. The cultivation of the taste, of the power to enjoy and appreciate beauty in its various forms, has its own place in the preparation for a well-balanced life, and it is a kind of preparation which the average American home in the average American town is ill-fitted to provide. The college can hardly afford to neglect its opportunity to elevate the tone of our national life by offering its students the culture which is to be obtained only through an acquaintance with the Fine Arts, including something of their technical processes.

Moreover there is one purely practical side to the question which may not be entirely beneath our attention. I am not referring to vocational training. The college at present does not permit its regular students to specialize in any subject, and there seems to be no particular reason why their advocates should urge or their opponents fear that it should make an exception in the case of the Fine Arts. But the college does aim to give an adequate preparation for professional study in such subjects as law and medicine. Is there any particular reason why it should not do the same for the Fine Arts?

Professor Sleeper is undoubtedly correct when he says that if a student gives up his practice in music or art through his preparatory and college course, as a rule he gives it up for life. At least a successful career with such a handicap must be unusual, and it seems both unfair and unwise to force upon the art student alone the alternative of giving up either her preferred profession or her college education, or even to penalize her by requiring of her the peculiar and expensive five year course. As loyal college women we believe that a college education is the best foundation for life, whatever the occupation to which it may eventually be devoted. Then why should we wish to deprive the artist of its advantages?

Moreover comparatively few students have made their choice of a career at the beginning of their college course. Why should a young woman not be enabled to discover artistic talents while in the midst of her course as she frequently does talents in other directions, and at the end find freely open to her, without the necessity of beginning at the beginning, the great fields of the minor arts and artistic occupations, which are constantly opening wider opportunities for work of a character most congenial to cultivated women?

Such occupations as the designing of rugs, wall papers, draperies, and costumes, as interior decoration, domestic architecture, and landscape

gardening may well be adopted by women who would not normally have entered an art school but who have discovered their artistic talents and inclinations during their regular college course. And certainly in many of these products we have sad need of the evidences of that sanity and poise which we would fondly believe to be results of a college training.

Unfortunately for the dignity of the subject, drawing and painting, outside of the art schools, have commonly been very ill taught. And for the educational value of an art which aims not at the beauty which is truth but at turning out "something pretty", no rational person would present a brief. By an unfortunate *cercle vicieux*, the fact that they have been poorly taught has caused art courses to be ill-considered by college authorities, and the fact that they were so considered and therefore not held up to college standards has made them only more likely to be poorly taught. But the Fine Arts have now broken out of this vicious circle. Admirable art courses are being given in a great many colleges, and Smith has surely no reason at this time to recede from her old position on the question of their educational value.

To maintain their intellectual parity with other college subjects it is not necessary to surround them with restrictions, which tends to disparage their value, but rather to put the Art department on the same basis as the other college departments,—in other words, to give it a fair chance. We may rest assured that instructors of the ability and professional training that befit members of a college faculty will give credit only to work of high intellectual character.

## ARTHUR HENRY PIERCE

The alumnae will be deeply grieved to learn of the death of Professor Pierce. The following, which Professor Abbott wrote for the *Weekly*, seems to the editors of the *QUARTERLY* a most adequate expression of the feeling of the College and the alumnae, and they have asked permission to reprint it in full.

Last Friday, February 20, the College and the community in which he lived were shocked by the news of the death of Professor Pierce. Since Christmas he had suffered from a severe cold, which apparently developed into grip. On Tuesday, the seventeenth, pleurisy set in. On Wednesday, it was evident he had pneumonia. On Friday evening, at seven, consciousness and life left him almost simultaneously.

For fourteen years, Mr. Pierce had given his unstinted service to the College. His preparation for this work was thorough. After his graduation from Amherst in 1888, a valuable fellowship of seven years' duration enabled him to study in various cities and countries of Europe. His doctorate he received at Harvard in 1899. In his scholarship, as in everything else, he was careful and disinterested. Those not in the academic circle have perhaps little conception of the temptation there is to exploit novel theories without first weighing their value. Mr. Pierce was not tempted. Unusually clear and candid in presenting the new views to which his science was especially prone, he could never be led

into accepting statements simply because they were interesting or into rejecting a theory because it was not brilliant. He was anxious for the sobriety of truth. Clearly, logically, with a remarkably inclusive and well proportioned comprehension, he saw science steadily, and he saw it as a consistent, although growing whole.

In private conversation, his informal comments on his students' work showed always the justness of a generous nature. The temperamental differences and varying personalities that make up the wholesomeness of college life he enjoyed very much and very sympathetically.

In his many labors as an administrative officer, he united an indefatigableness in details with a conciliatory spirit, an ability to adjust differences of opinion with steadiness of view and clearness of expression. As a result, he was not only in constant demand for leading committees in the College, but proved himself invaluable, first as secretary of the Psychological Association, and later as editor of the Psychological Bulletin.

It was habitual with him to find the world a pleasant and wholesome place to live in. A hard fact in life he faced squarely, directly, generously, but always with no words about the matter. Then he set to work with all his ingenuity of forethought to make the best of it for all concerned. It was pleasant to see him using the same ingenuity in discovering the possibilities of out-door life within this neighborhood. He was a master in the art of introducing such pleasures to others—sports in which he was so capable and places with which he was so familiar. To see him out of doors was to see how natural and instinctive all his qualities were. He liked to rough it and always took mishaps of weather or unavoidable accidents as if they were the very relish of life, but so great was his forethought that no excursion he ever planned missed fire. It was true also that no exploration of his was quite complete, whether in the canoe, the motor, or under the woodsman's pack, till others had made it with him. Characteristic of him, too, was the punctiliousness with which he respected the rights of strangers along the road or on the trail to consideration and courtesy.

He proved himself an intimate friend, not by unburdening himself of confidences, but by intimate touches of understanding and watchfulness. When among his table companions, his quizzical bits of humor often revealed other men's foibles to themselves with surprising aptness but always so pleasantly that they joined in the amusement and pleasure of the jest. As a host he was quietly alert to the comfort of his guests. The little ceremonies which to some men might seem empty forms he was fond of as genuine marks of social feeling. He felt companionable even when a mere spectator of life and liked, for instance, to watch a motorman till by mere observation he knew how to run a car. It was because of such habits of mind as these that his welcome to newcomers often became so natural and complete an introduction to the pleasant traditions and spirit of the community.

But the characteristic which one always returns to was his loyalty. He liked to unravel another's difficulties. He saw a man through,—even on a path which his own foresight would not have chosen. He stood by and for his institution and profession. Above all, he was loyal to the truth as he saw it,—the steadily accumulating truth. This was life for him and with it he enriched existence for himself and others.

H. V. ABBOTT.



# WHAT ALUMNAE ARE DOING

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## BEGINNING A LIBERAL EDUCATION

HARRIET BOYD HAWES

Mrs. Hawes, who was graduated in 1892, has won international reputation as an archaeologist in connection with the excavations in Crete. She is at present living in Hanover, N. H., where her husband is a professor in Dartmouth College.

There are few things a college-bred woman can find more interesting than the education of her children. Here is a field in which she may gather balm for her self-respect, when that is sorely wounded, perhaps, by failures in competitive housekeeping. My housekeeping efforts are limited to the yearly vacations of an efficient Frenchwoman; during the rest of the year nothing need take precedence of my boy's morning lessons.

In these days the very first steps in education attract general attention, while the second and third steps are comparatively neglected, yet to me the latter appear more significant. May I explain by narration?

Several abortive attempts to teach my boy to read proved so valueless that I shall be careful not to make them with his younger sister. His mind, exercised in daily living and assisted by a few kindergarten lessons, was ready for real effort a few months before his fifth birthday. There was a hard struggle of three weeks to convince him of the connection between letters and sounds and of the iniquity of guessing instead of knowing a word—then he held the key and seemed to need none of the devices frequently employed for awakening the intelligence. Colors, the feel of things, he knew “by accident.” I wished especially to teach him two things: concentration, with attendant accuracy, and the delight of the artist in his work, whatever his line of endeavor. Insight into the joy of the scientist in discovery comes somewhat later in our scheme, as the scientist came later than the artist in human history.

As a foundation for formal education nothing seems to me comparable with music. I am so thoroughly won to this opinion by two years' experience that I almost forget the same view was held by Athenians two thousand years ago. Just before his fifth birthday, young Hawes began violin lessons with the first violinist of the Dartmouth orchestra and he learned to read music while learning to read words. The violin is a wonderful trainer in sight, touch, and hearing, at the same moment; it absolutely demands concentration and accuracy; it satisfies the need of rhythm and gives a child his opportunity to be an artist from the start. It shows him the relations of numbers up to eight and teaches him fractions in actual use in the measure, before he has seen an example in

arithmetic. That first winter my son's only teaching in numbers was through music; he had drawing lessons, but none in writing. In this he was following his far-off ancestors, who learned to chant and draw long before they could count or write.

When he had finished his First Primer and was finding the second quite easy, we took up French and, a few months later, German. He simply read on different days of the week in the three languages, acquiring a fairly good pronunciation with far more ease than an older person does and connecting the strange words with meanings, little by little. Of course picture books were used. Both Mr. Hawes and I have experienced the humiliation of being poor linguists in lands where it is not uncommon for an educated person to speak well four or more tongues, and we wish our children to profit by what we have observed, namely that very young children can become familiar with several languages while they are gaining mastery of their own. We believe that the gift of tongues belongs to children under ten years old, and that the best way to keep a bright child from becoming either lazy or precocious is to give his mind sufficient exercise in several languages. Let him read fairy tales and children's stories in French and German as well as English, and there will be no tax on his understanding or shortening of his dream days, as there must be when he forges ahead at school or at home, beyond the confines of a child's natural thought. He strengthens his mind by use without straining it.

Three months before his sixth birthday our boy entered the public school in the second grade, morning session. The reading was play to him and he had to work no harder than the others at writing and arithmetic. Every morning he did twenty to thirty minutes of violin practice before going to school. In midwinter he did not go to school. This gave us a chance to keep up the French and German and, in January, to begin Greek. At the end of the year he was promoted with excellent standing, showing that the three months' absence from school had not held him back.

This year we have followed the same plan. In the third grade he should attend school afternoon as well as morning, but his standing wins him the boon of free, out-door afternoons. He is withdrawn from school for the winter months, continuing at home his languages and music. The Greek is growing stiffer and he will know a good deal about grammar by the time he comes to the English grammar taught at school. But the *ideas* in his several language books are not a bit beyond the vision of a seven-year-old boy. The books for children written by Anatole France give him an unusually clear insight into the artistic value of words through their exquisite simplicity. He will take between three and four years for his Greek beginner's book, but before he is ten years old, if all goes well, he will have finished it and will have, I believe, a more nearly perfect mastery of it than is usually acquired in the short time a

high school boy can give to such work. He is using the oral method of question and answer in all three languages, as well as the printed page,—his mother being at great pains to keep the modern idiom out of the Greek colloquy.

Perhaps the usefulness of Greek to-day is questioned. Yet most persons approve of one ancient language for the boy or girl who expects to go to college and, if there is anything of the artist's nature in the child, it should be Greek rather than Latin. Acquaintance with Latin will not enrich his life before high school age, whereas Greek will illuminate his childhood as well as his later years.

When I have used the word "artist" it has been meant in the broadest sense, to include those who can understand art as well as those who can practice it in any branch. In this broadest sense every well-rounded child is to some extent an artist. My boy may never be a musician, but music is already a part of him; and, if he should drop his language studies to-morrow, yet he would have gained in calibre, even though he speedily forgot his small stock of foreign speech.

If our son's education were being limited to the subjects I have mentioned, it would be sadly one-sided, but he is reaching out in many directions for himself, writing stories and a most amusing newspaper, drawing eagerly, building with Meccano, ferreting out facts of science from his Book of Knowledge, and facts of nature from his life in the country. Soon he will have carpentry. [While writing, I have heard him and other small fry impersonating Alpine mountaineers and wild beasts in the snow-drifts.] It is our plan that he should skip no grades at school, but learn a good deal "on the side."

This is my first attempt to put on paper the ideas underlying our practice of the last two years; I ask indulgence for it. The advantages we hope to gain are: 1. steady intellectual growth of the child; 2. co-operation with his schools; 3. freedom from purely intellectual consideration in choosing his schools, since almost any school can fit for college a boy who is trained at home; 4. absence of the deplorable belief held by some youngsters that, since "teacher knows it all," nothing is to be learned from parents; 5. a command of languages which will enable the boy to use his whole college course for legitimate ends, instead of spending several semesters in traversing too rapidly stages of language work that are suited to a child's understanding.

Let me add that we hope our daughter's education will begin in the same way and we look for an interesting divergence in later years.

Will not other alumnae report their experiments in education?



# AMERICAN RED CROSS TOWN AND COUNTRY NURSING SERVICE

FANNIE F. CLEMENT

Miss Clement was graduated in 1903. She completed her nurse's training at the Boston City Hospital in 1906, and subsequently took a six months' post graduate course at the Boston Lying-in Hospital. After doing private nursing for several years she spent eight months in the Social Service Department of the Boston Dispensary and was graduated from the Boston School of Social Workers in 1912. In that year she was appointed Superintendent of the American Red Cross Town and Country Nursing Service with Headquarters in Washington, D. C.

When the American Red Cross in 1905 received its charter from Congress authorizing it as the relief agency of our Government in time of war and disaster, it assumed certain responsibilities for humanitarian duties in time of war and declared its purpose "to continue and carry on a system of national and international relief in time of peace and apply the same in mitigating the sufferings caused by pestilence, famine, fire, flood and other great national calamities and to devise and carry on measures for preventing the same."

The story of the Red Cross in pursuance of its far-reaching purpose in time of disaster in this and foreign countries, need not be repeated here. Its relief measures are made possible by voluntary contributions from individuals and public and private organizations from all sections of the United States. It is without discrimination against race, creed, or political party in its activities, and responses to its appeals are as universal as its scope. At the time of the flood disaster in Ohio a year ago, the five-cent piece for the Red Cross contributed by a little mother in the Kentucky mountains whose husband was serving time in a penitentiary, bespoke a loyal interest even as did the huge sums of money for the flood sufferers placed at the dispensation of the Red Cross by the State of Ohio.

A Central Committee constitutes the governing body of the Red Cross, the President of the United States according to custom being president of this society. Its various activities are grouped under three boards, the National Relief Board, the War Relief Board, and the International Relief Board.

The "Instruction in First Aid to the Injured and Accident Prevention" is directed by the War Relief Board. Through affiliations with the Boy Scouts of America, the Y. M. C. A., and the Y. W. C. A., and through its associations with miners, industrial workers, school authorities, and others, several hundred thousand men, women, and children have received these instructions. About a year ago the scope of this department was extended to include First Aid Instruction for Women.

Under this same Board is also the Nursing Service, one of the most

important duties devolving upon the Red Cross, to provide nurses in time of war and disaster. There are at present five thousand nurses in the United States enrolled by the Red Cross for this service, who meet a high standard of requirement. Enrolled Red Cross nurses form the reserve of the Army and Navy Nurse Corps. Their services in time of peace are voluntary, the nurses receiving a small compensation from the Red Cross while on duty. In time of war, however, all Red Cross enrolled nurses are expected to be in readiness for active service. Frequently during the past few years, they have responded to a call for emergency relief. During the flood disaster in Ohio, several hundred of them, quickly mobilized through state and local Red Cross nursing committees, were among the first to lend their aid to the sufferers.

The Red Cross entered upon a broad health campaign when in 1908 it first became the central supply and distributing agency for the sale of Red Cross Christmas seals. Hundreds of thousands of dollars have been realized each year from the sale of the seals. Approximately 90 per cent of the amount collected has been spent where the stamps were sold, for tuberculosis hospitals, sanatoria, dispensaries, open-air schools, and visiting nurses. Many such institutions and societies have come to depend upon the sale of the Christmas seals for a good share of their income, and the establishment of associations for the prevention and cure of tuberculosis has been encouraged in many sections of the country.

That the Society should establish a Town and Country Nursing Service seems a logical extension of its activities. This Service is an organization of visiting nurses appointed for continuous service in towns and country districts where a local organization through affiliation with the Red Cross assumes responsibility for the work financially and otherwise. The Red Cross maintains a general supervision over its visiting nurses so placed through monthly reports from the nurses and visits to them. Responsibility for the development of this Service has been delegated by the National Relief Board to a special committee.

In the mind of the man who a year and a half ago by a large endowment made possible the organization of the Town and Country Nursing Service, there exists the ideal of a world peace, when Red Cross nurses in time of war will no longer be necessary and when, through scientific investigations and inventions, more methods to promote safety and prevent recurrence of disaster will lessen the consequent need for nursing as a means of emergency relief. Meantime new needs constantly develop in the progress of a nation's growth, and one developing fast to-day concerns good health. Whereas the call for emergency and war relief in course of time may grow less, the Red Cross nurse as visiting nurse finds a rapidly increasing demand for her services.

Visiting nursing, now an indispensable institution in most of our large cities, has had a wonderful development since its beginning only twenty-seven years ago when the Women's Branch of the New York City Mis-

sions was the first in this country to employ a graduate nurse to visit in the homes of the sick. At the present time there are between twenty and thirty thousand nurses thus employed.

Never before has health been the public question that it is to-day. Since investigations have shown the prevalence of tuberculosis, of infant mortality, of venereal disease, hook-worm, trachoma, and various other diseases that destroy efficiency, increase poverty, degeneration, and death, this question becomes a national problem, in which the nation's welfare is at stake. Thus as a means to lessen physical suffering, and also the death rate, from avoidable causes, to institute measures to prevent contagion from communicable disease, menacing as it often does an entire community, many public-spirited citizens are aroused to the need of efficient public-health nurses, not only in cities, but in towns and the most isolated rural districts.

Prior to 1912 there had never been organized in this country any large system of nursing such as we find well developed in Great Britain and Ireland, where in the Queen's Jubilee Institute, founded in 1887, there are 2,000 nurses whose services extend to remote country regions. Canada has its Victorian Order of Nurses. The Red Cross Town and Country Nursing Service has been established with the idea of stimulating the organization of visiting nursing in the United States, in order that the services of the visiting nurse may more readily be brought within reach of towns and country districts of this country. Nurses appointed for this service have been graduated from recognized hospital training schools, are registered nurses and have had training or experience in visiting nursing or some other form of social work.

The visiting nurse in the city is often a specialized worker, either school nurse, infant-welfare or tuberculosis worker, and sometimes sanitary inspector. In the small towns and rural districts she is all of these in one—a general practitioner. Besides, she is club leader, teacher, and organizer. Such duties, together with her increased responsibilities as an individual and usually isolated worker, would indicate not only that she must be a most efficient public-health nurse, but also the best of women. Her work as a visiting nurse in a small district touches almost every phase of human interest. With the support of an active nursing association, with the coöperation of health officials, school authorities, and all social agencies, before her lies an opportunity for constructive work and the broadest humanitarian service, bounded only by her own limitations. Her bedside nursing serving as a passport, carries her into family and community problems to which often the greater part of her energies are devoted. Her work in mining communities, lumbering regions, mill towns, agricultural or residential districts, develops along special lines, but in each instance she becomes a community nurse, to whose ministrations sooner or later we may all become subject, if present tendencies are interpreted aright.



In the heart of the visiting nurse there exists the joy above all else of reaching persons who but for her would not receive nursing care. The great need in our rural districts of better living conditions, the outdoor life and the quiet of the country, the kindness of neighbors, the close contact with families and their desire for the help of the nurse, together with a great variety of useful activities, all appeal most strongly to her. In the words of one: "I hope I never have to give up the work in the country to return to the city, though rural nursing is not easy where temperament and character call forth such a wide range of both personal and professional responsibility."

The sudden and increasing demand for nurses prepared to meet the varied and innumerable needs of public health work, necessitates for the nursing profession, itself but a little over a quarter of a century old in America, a change in the curriculum of the hospital training school, where for years commercialism has handicapped the development of nursing education. A number of hospitals are affiliated with colleges and universities, to which they send student nurses for a limited period of academic work, and a certain number of years in a hospital training school is accredited toward a college degree. Affiliation between visiting nursing associations and schools for social workers is increasing, but more is needed. Teachers College through its Department of Nursing and Health, in conjunction with Henry Street Nurses Settlement and other agencies, has provided a four months' course for those who wish to qualify as Red Cross visiting nurses. This was the first opportunity in the country where graduate nurses during preparation for public health work could obtain instruction in rural social problems, but several other colleges are now considering the institution of a similar course.

The organization of the Red Cross Town and Country Nursing Service means not only a standardization and supervision of visiting nursing associations in towns and country districts, for the purpose of strengthening their powers to meet the health needs of their communities, but represents one additional effort, along with those of many other social, educational, and religious institutions, to develop latent resources and bring back to the smaller communities some of that prestige which has for years been decreasing. Its willing coöperation is extended to village improvement societies, rural progress associations and the like, to women's clubs, public and private organizations and institutions, and to all groups interested in bettering living conditions in their community by the establishment of visiting nursing.

# THE APPEAL OF THE KENTUCKY MOUNTAINS

ETHEL DE LONG

Readers of the *QUARTERLY* will remember Miss de Long's article on the Hindman School, and will rejoice to hear that she and Miss Pettit and "Uncle William" have founded the Pine Mountain School forty-seven miles over the mountains. They are sister schools but the Boards of Trustees are quite independent, and each one asks for our enthusiastic support.

"Come back down!" "Let's go." One or the other of these phrases every traveler in the Kentucky mountains, on foot or on horseback hears from the lips of friend or stranger, whomever he may meet on his journeyings. The hospitality of the hills is in them and he who heeds their invitation has opportunity for acquaintance with an old-fashioned civilization, almost unbelievably quaint and charming. The longer he sojourns in these fastnesses the more likely he is to agree with one of our mountain thinkers who said to a visiting teacher, "Bring us your Northern culture, but leave us our civilization." The outside world has so long held the notion that the best thing possible for the great Appalachian Mountain region is to swamp it with our own twentieth century world, replacing its pioneer form of life with that of the "settlements", that it is startled to find us who know the hills best troubled lest the incoming railroads destroy the characteristics of life in the mountains. Perhaps only long acquaintance can give a "furriner" real insight into its spiritual values, but even in a small familiarity, the mountains make their strong appeal to a lover of the earlier history of our race.

The homely speech of every day is strongly reminiscent of our classic writers. "Light from yo' beastes and bring in yo' plunder" is a form of greeting that carries one back to Chaucer. When somebody cautions you "Hit's a right smart journey to Hell-fer-Sartain and hit'll weary yer plum' out", do not accuse him of being cockney,—he is following the older fashion of our speech and using a pronoun common a thousand years ago. With the writers of the King James version of the Bible, we prefer help to helped, clomb to climbed. If we talk of "yaller-pieded" rattlesnakes and pied calves, did not Milton write of "meadows pied with daisies" and Browning of the Pied Piper? When Maw picks up her baby, saying, "God love my young 'un, hit's motley faced—I hain't had no time to clean it," she would be perfectly understandable to the Elizabethans. No strange phrase in the mountains can be dismissed lightly or corrected thoughtlessly. It is obsolete only in the world your side the mountains and nowhere in the United States is there a dialect richer in its literary qualities, just as nowhere in our country is there a population so homogeneous in its ancestry, and so Anglo-Saxon in its type.

With attention arrested by the speech of the mountain people, further

knowledge gives one the conviction that they are a precious possession for America, a hidden treasure. The high types of character, the ideals of personal relations, and the ancient code of honor, are those of a people strong in the finest human qualities. With the generosity of an earlier age, orphan children or "little strolling children through the world," are not disposed of in some Home, but "neighbors look after neighbors' young uns." "We 'uns in the hills together among ourselves, we do for each other" to such an extent that I have known the mother of sixteen children to take in thirteen others that "just come to her from hither and yon." The real meaning of such mothering can be understood only when one realizes that she has always done one-half the outdoor work of the farm, besides spinning and weaving the clothing for her household. She is, indeed, the type of the virtuous woman, for her hands hold the distaff, and "she stretcheth forth her hands to the poor, yea she reacheth out her hands to the needy."

It is impossible here to tell of the equally generous hospitality of the mountains, of the fine loyalty to kinfolk, summed up by a boy who said, "Don' know how it is with you fatched-on folks, but we 'uns, we stand by our kin," or of the gentle manners and speech, the frequently high distinction of bearing one finds far back in the hills. Here are no "poor white trash," but a sturdy, high-hearted people, limited only by their lack of opportunity.

Yet they are a people tragically handicapped. They are utterly ignorant of the germ theory of disease. Knowledge of sanitation is as foreign to them as it has long been to the rural population of the North, where people still live serenely with the water supply located below the barn and the out-houses, and where the roller towel for family use still hangs on the back of the kitchen door; but the mountain people, wrestling with the wilderness, have been more careless in their housekeeping than those who have lived under gentler conditions, and they pay a heavy toll for their ignorance. Typhoid fever, hook-worm, and trachoma are the inevitable results of long isolation from trained physicians, sanitary engineers, health boards, and agitation as to health matters. Undoubtedly the most serious outcome from their illiteracy is the effect on public health of the general ignorance of sanitation and hygiene.

As to illiteracy itself, one sometimes questions whether we have not made it more or less of a fetich, seeing the intelligence and the personal distinction of many who are not masters of the arts of reading and writing. One of the most fascinating of our older women said, "We'uns that can't read and write, we have a heap o' time to think, and that's the reason we know more'n you all." Yet, for the younger people who will have more and more contact with the world outside, illiteracy is a more serious handicap, and there is immediate necessity for better school conditions in communities where boys and girls of the readiest intelligence in meeting the emergencies of life, and also of the readiest wit, do



not know how to read and write and have no idea that they live in the State of Kentucky or the United States of America.

More than book learning is needed, however. For years we have raised only corn crops on our mountains, though the land is so steep that "'pears like you're 'bleeged to dig a hole for a dog to set in and howl." Without knowing that the great crop for eastern Kentucky should be fruit, the farmer has cut down his timber, planted corn, found the thin soil exhausted in a couple of years, and gone through the same process with another hillside. He must have help to appreciate the possibilities of his farm. There must also be much teaching of household arts, sewing, cooking, laundry work, and home nursing, before life in the hills is as wholesome and happy as it may be. The great needs of a rural people for recreation, social intercourse and the upbuilding of the spiritual life, must be met.

A new problem has come to the hills from the encroachments of the world outside. Every year the railroads push farther and farther into the hills for coal and timber, and the cheapest ideals come in with them first. An early symptom of deterioration is the substitution of diamond dyes for the walnut ooze, and the indigo or madder, used by the "weavingest woman," in preparing the yarn for her homespun. Again, the young people, whose parents have lived honorable, hard-working lives, never questioning the dignity of labor, have picked up the notion that nice people outside do not work with their hands and they want to escape the contempt of the outside world. Store clothes, chewing gum, cigarettes, and superficial scorn of farm or housework, are its first gifts to the primitive folk in the heart of the hills.

Perhaps, because they are conscious of their awkwardness and are eager to escape from their limitations before the world laughs too cruelly, the mountain people pick up quickly the ways of "furriners." Experience has taught them that poverty and illiteracy have subjected them to a half contemptuous curiosity. They have been judged by externals alone, and, proud with the sense of their own capacity, are often deeply hurt by the phrase "poor whites," and by an attitude of well-meant pity. No people more quickly assimilate new ideas and none are more anxious for a "better way," yet they are sometimes misunderstood as stolid and unambitious because they are proud and reticent, liking no more than we, ourselves, to be improved by reformers who come bristling with suggestions for improvement.

The mountain boys and girls who have gone away to college and have made good in competition with other young people, show more strikingly than anything else that the mountaineer is justified in his respect for himself. There is no clearer proof that blood will tell than the record of men and women born and bred at the head of some hollow, but standing now at the top of their profession in towns and cities. We workers in the mountains who believe that the world will in the end

receive far more than it gives to the education of the hills, have grounds for our faith in many a remarkable record of personal achievement. America may well expect from this group in the next generation many leaders in thought and action. She has no richer asset to-day than her mountain population, if she can fortify them for their first contact with the world, and make their life in the hills more wholesome and hopeful.

The strongest appeal of the mountains has been voiced many times with homely eloquence by men and women who have begged for a school in their locality. Pine Mountain now has the beginnings of a settlement school, not only because Miss Pettit and I wished to establish in a pure country the friendliest and most helpful school we could, but because a mountain man has for thirty-five years wanted an Agricultural school. "He seed the needcessity of folks knowin' how to do things with their hands, and he wanted young fellers to larn the ways of farmin', so's they wouldn't be obliged to turn away to public works." William Creech, who thought out alone this plan for the development of his people, is the true founder of our School. When the deed by which he transferred 234 acres of land to us was drawn up, he said, "I want this land to be used for school purposes allus. You write hit down to be used for school purposes as long as the Constitution of the United States stands," and nodding his head with infinite satisfaction he added, "That's fixed hit, thar's bound to be a school here now, less some furrin power comes and wipes this country up."

He is unable to understand, as do we from the outside, the picturesque appeal of the hills or their tragic needs, borne with such superb humor and such touching gallantry, but he has voiced the longing of a great people, many of them unable to plead for themselves, and unable to make the busy twentieth century comprehend that they, too, have large contributions to make to its life. I am able to quote only parts of his "Reasons."

I want to tell my reasons why I want a school here at Pine Mountain. There is so many of our young folks growing up here not even taught up as to Morality. It grieved me to think that Parents would raise their children under such rulings. . . . I have been thinking about this some thirty years or more. Seeing the examples laid before the bright young girls of our community which is Decoyed off by bright young bucks that destroys them and robs them of their virtue, and then draps them on the world. The old Devil's a-workin' his part of it and we have got to try to teach 'em up better. . . .

There being lots of whiskey and wickedness in the Community where my Grandchildren must be Raised was a very serious thing for me to study about. . . . My idea was that if we could get a good school here and get the children interested it would help Moralize the country. If we can bring our children to see the error of the liquor we can squish it.

Some places herabouts are so Lost from Knowledge that the young uns have never been taught the knowledge of reading and writing and don't know the country they were Borned in or what State or County

they was borned. We need a whole lot of teaching how to work on the farm and how to make their farms pay, also teaching them how to take care of their timber and stuff they're wasting. . . .

We are sending money to the foreign Missions when we need it right here among us. It has been a Mystery to me why folks do it. Of course, one soul's as good as another, but I believe Charity begins at home. I wouldn't ask a person to help us if they need it at home, but if they have anything for Missions I think they ought to help their own people.

. . . As I have put almost all I have into the Building of the new school and other Friends are coming to our assistance to help us I feel it a great work and would be glad if all who can would help, as life is short and death certain and I think it would be much better to help with the new school than to try to lay up treasures here on earth. As I never have attempted to write such a letter before and me a poor scholar and slow to write I will close with many more things on my mind that I could write about.

## THE WOMEN'S UNIVERSITY CLUB

DOROTHY KENYON

Miss Kenyon was graduated in 1908. She managed the benefit performance of Maude Adams in "The Legend of Leonora" by which the New York Smith Club realized eight hundred dollars towards furnishing the library.

On Friday, the sixth of March, the new building of the Women's University Club was officially opened to its members, and there stood revealed the concrete result of many months of untiring devotion, of indomitable hope, and patient perseverance, on the part of a certain little group of determined women, with imagination, and the power of converting possibilities into actualities. These women saw the need of enlarging the Club, of improving its facilities, and increasing its attractiveness, if it were to retain its hold upon the community from which its members are drawn. Therefore, with no funds immediately available for such a purpose, and with little but hope to build upon for the future, an opportunity was seized of securing a desirable lot in East 52nd Street, a realty company was formed, and plans were at once drawn up for the erection of a completely equipped and up-to-date building. Three of the women whose untiring zeal and energy have contributed most to the success of the project are Mrs. Edward Townsend, *Vassar*, President of the Club, Mrs. William Hays, *Vassar*, President of the Realty Company, and Mrs. Ogden Mills Reid, *Barnard*, Chairman of the House Furnishing Committee. Nevertheless, the work is, needless to say, not yet completed, for while the building stands ready and available for use, many debts have been incurred which can only be met in the fullness of time. In the meantime, the house itself is its best *raison d'être*, and if it prove its value in giving increased usefulness and prestige to the Club as a whole, the wisdom of the bold pioneers who are responsible for its existence will be more than vindicated.



A word as to the house itself, which has been planned with a view to reconciling those generally antagonistic elements, beauty and economy. The key-note has been simplicity in architecture and interior decorations, hence the classic Georgian style, with its cool grays and whites, and purity of line. On the main floor are the assembly room, done in a charming pastel shade of green, and the living-room, which, with its grey walls and mulberry hangings, furnishes a very agreeable testimonial to the good taste and the good will of the Vassar alumnae. Directly above this is the library furnished by the Smith alumnae, of which more anon. And then there are, of course, many bedrooms. Near the top of the building is a big gymnasium, and there are further plans, not yet fully matured, for the installation of squash courts and a swimming pool. Quite the most charming of all is the roof (with a lovely view of the Cathedral) which will be available as an outdoor dining-room during the warmer months.

The house-warming on that gala Friday consisted of an all-day reception, with dancing in the evening to which many members of the inferior sex were admitted, ushering in the new order of things in a manner worthy of the occasion.

Interest on the part of the Smith alumnae centered very naturally in the room furnished by them, the library. For the success of the furnishing Mrs. George Bacon is largely responsible, and we may well feel proud of the results which she has achieved. It is hard to describe the room with any justice, since its artistic success has been accomplished by means of a subtle blending of elements, of which blending words can convey only a faint and inadequate impression. Thus to say that these elements consist of Old Elizabethan oak, dull brown walls, and hangings of black and gold, with touches of color introduced in the chair-coverings, is to proclaim to anyone who has seen the room the futility of the attempt. It needs to be seen in order to be appreciated, and I recommend all Smith women to visit it at their earliest opportunity, that Mrs. Bacon may thereby receive her due meed of praise. The only drawback is the lack of a library's prime requisite, books, and the resulting painfully obtrusive presence of empty book-shelves. This is, of course, owing to the fact that the donation from the Smith Club for furnishings did not include books, and that the University Club had been previously unable to develop its library to any extent. The committee of the Smith Club in charge of the furnishings has great ambitions in the direction of building up a fine library of good books, both inside and out, and hopes to render a service to the University Club by stimulating interest in the acquisition of such a library. In this connection I cannot do better than use Miss Grace Hubbard's own words in an appeal which she has recently sent out to some of the Smith alumnae, in which she summarizes the situation very effectively.

The Committee decided to have on the tables on the opening day a generous supply of new and stimulating books on subjects of current

interest, and thus suggest to the members what the Library might mean were it properly equipped on this side.

This project succeeded beyond anticipation and the Committee were able to present on the opening day some 225 volumes with provision for about 25 more. The nucleus of this was a gift of \$100 made to the Smith Club for this purpose by Mr. Charles Avery Collin, in memory of his daughter, Grace Lathrop Collin, of the class of 1896. To this were added gifts of books ranging from 10 to 37 volumes, presented by a few of the leading publishers, and by two or three private individuals representing other colleges. These gifts were made up from lists carefully selected by the Committee, and represent as a whole a very considerable number of the recent things in drama, poetry, philosophy, and social science.

As the original impetus has come from Smith, the Committee are particularly anxious to have Smith members contribute liberally and promptly. But they do not ask for money. They ask for books, books which may not be needed in your own collections, or which it may be possible for you to secure through friends. They ask also for suggestions as to how books may be obtained. The Library needs greatly books of reference and atlases; it has the Century Dictionary, but no up-to-date encyclopaedia for instance. It needs well edited and suitably bound sets of the standard authors back of our own time. It wants interesting special volumes on art, music, science, and the crafts. Recent publications in the line of history, economics, and social questions are needed, and always of course pure literature of any kind. French, Italian, and German books would be very welcome, also biography, autobiography, and letters, where concerned with notable men. In short it wants any of the things that go to make up a collection of permanent value, or that are of considerable current interest.

Of course this is not a task to be accomplished in a day, but it is an interesting first step in the direction of something very well worth while, and as such deserves consideration and recognition from the alumnae. That Smith College graduates should have been instrumental in starting to build up a permanent library for the Club, that they should have furnished the nucleus for such a collection, as well as the energy and enthusiasm necessary to push the project further, is a matter of which to be proud.

## BEFORE I KNEW

LOUISE TOWNSEND NICHOLL

Reprinted by courtesy of *The Evening Post*

I wrote, in pencil, when I was a child,  
A halting verse of Life and Love, of God and Men.  
Some childish duty called, and, easily beguiled,  
I ran away and thought,  
"To-morrow I will do it with a pen."

I find again the verse—so strangely true—  
When many years have brought me news of God and Men.  
Why did I write so truly long before I knew?  
Now on my soul the verse is done with pen.

## CURRENT ALUMNAE PUBLICATIONS

COMPILED BY NINA E. BROWNE\*

Miss Browne has made the experiment of using "caps and points" in this list. How do you like them?

The editors of the *QUARTERLY* will greatly appreciate the coöperation of all the alumnae and non-graduates in making these lists complete. Kindly send any contributions of your own to Nina E. Browne, 44 Pinckney Street, Boston, and notify her of any other current publications which you recognize as the work of Smith alumnae or non-graduates. It is necessary each quarter to send the copy for these lists to the *QUARTERLY* before all of the July, November, February, and April magazines are out, therefore Miss Browne will consider it a favor if alumnae who know that work of theirs is to be published in one of these issues will notify her of the fact, giving the title of the contribution.

**Abbott, Helen L.**, 1896. The Responsibility of the Schoolroom, in *Education*, Sept. 1913.

**Crowell, Jane C.**, 1895. The Princess Passes, in *Ainslee's*.

**Cutler, Martha**, 1897. New Improvements you can easily make in House-cleaning Time, in *Designer*, Apr.

**Daskam, Josephine D.**, 1898. (Mrs. Bacon.) To-day's Daughter. N. Y., Appleton.

**French, Ruth H.**, 1902. Dr. Montessori in Boston, in *Jour. of Educ.*, Jan. 1.—The Working of the Montessori Method, in *Jour. of Educ.* Oct. 30, 1913.

**Fletcher, Laurel L.**, 1900. (Mrs. Tarkington.) The Enemy, in *Smart Set*, Nov. 1913.

**Gaines, Ruth**, 1901. A Garden in Mexico, in *International*, Feb.—I Heard a Flute, in *Poetry Mag.*, Aug. 1913.—Little Light, a Child's Story of Old Mexico. Chic., Rand, McNalley.—A Pilgrim of Spring, in *International*, March.

**Hazard, Grace W.**, 1899. (Mrs. Conkling.) To My Baby Hilda. (With Hawthorne's "Wonder-Book," in *Century*, March.

**Humphrey, Zephine**, 1896. The Protestant in Italy, in *Atlantic*, Feb.—Protestant Paradoxes, in *Atlantic*, Apr.

**Kroll, Grace**, 1912. Old Stories Retold to Charm and Instruct the Little Folks, in *Boston Transcript*, July 16, 1913.

†**Olmstead, Miriam P.**, 1908. The Value of Absorption Methods in the Wassermann Test, in *Medical Record*, Feb. 21.

**Ormsbee, Mary R.**, 1907. The Light-some Love of Domenico, in *Reel Life*, Jan. 24.

†**Phelps, Ruth S.**, 1899. "Funere Mer-sit Acerbo," in *Bellman*, Jan. 17.

**Scudder, Vida D.**, 1884. The Church's Great Opportunity, in *Churchman*, Feb. 21.—A New Minstrel [Nicholas Vachel Lindsay], in *Survey*, Feb. 28.

†**Smith, Theodate L.**, 1882. Childhood, General Reviews and Summaries, in *Psychological Bull.*, Oct. 1913. The Development of Psychological Clinics in the U. S., in *Pedagogical Sem.*, March, with obituary of T. L. Smith, page 160.

\*Notification of omissions or corrections is requested. Copies of the publications are wanted for the Alumnae Collection.

†Already in collection.



# LET US TALK OF MANY THINGS

## KINDLY MENTION

"I am sorry but I think we shall be unable to renew our advertising contract with the *QUARTERLY* for the coming year. We cannot trace any results." This is the kind of reply the advertising manager often receives when she solicits renewals, and something must be wrong somewhere. That we have not been forced either to raise the subscription price or to reject good material has been due in large part to the income from the advertising section. Hence this department needs and deserves the same support and interest that are given all the other departments.

The editors have been told of many cases in which subscribers have answered advertisements in the *QUARTERLY*. They have asked, "Did you tell them where you saw the advertisement?" and the answer has been almost invariably, "No, I never thought of it." Please do think of it for it is not an idle request that we are making.

Advertisers do not place advertisements in the *QUARTERLY* just for the asking. We are looked upon as a representative body of women to whom first class advertising matter, such as we solicit, should appeal. Schools, decorators, manufacturers, et cetera, appreciate this and are willing to use the *QUARTERLY* as a medium. If, however, after a year they are unable to ascribe a single result to their investments they are justified in withdrawing their advertisements. In order to give proper support to the *QUARTERLY* the readers should know what the *advertising* pages contain and should see to it that the advertisers *can* trace results.

In other words, the request at the bottom of each advertising page, "Kindly mention the *QUARTERLY*," is an urgent appeal to all who read these pages. If you will do this, the result will be an increase in the volume of advertising, such as will make financially possible the reasonable growth of every department of the magazine.

EDITH E. RAND, 1899,  
*Advertising Manager.*

## THE "LATEST STYLE" IN PUNCTUA- TION

The November number of the *QUARTERLY* contained a communication entitled "Caps and Points," which was a defence of certain modern practices and tendencies in punctuation and the use of capitals. It ended with this question, "Why should one not follow the latest style?" Why not indeed, if the latest is the best? But if it were necessary to show that this can not be assumed to be universally true, some prevailing fashions in women's dress might serve as an illustration.

In the early days of printed books, and still more when all books were manuscripts, punctuation was bad or even entirely lacking; not, however, as a matter of deliberately chosen style, but because the makers of those books knew no better. Punctuation had simply not been invented. But as the centuries have passed, a system of points has been developed which enables the reader to grasp quickly the meaning of the printed page. Why should we now, in the desire for a new style, turn back toward Middle Age methods? Yet this seems to be the present tendency in punctuation. To give a single example, one of the best printing houses in this country has allowed itself to print the name of the little town of Temple, in the State of Maine, as Temple Maine. What is to prevent the Englishman from thinking it a name like Stoke Pogis?

To return to the article referred to, which primarily relates to the punctuation and capitalization used in the *QUARTERLY*'s page of "Current Alumnae Publications". The writer says, "If anyone can cite a case where the sense is obscured for want of a point, a point should have been used." The first title given is:—Making your house a home *in* Designer, Oct. To one of us at least, this would seem clearer if printed thus: Making your house a home. (*in* Designer, Oct.) As it stands, one might almost think Designer to be a western town.

While speaking of punctuation may it be permitted to call attention to the manner of printing the names in the *Alumnae Register*? One of the most firmly established principles of punctuation is that inversion is marked by a comma, and one grieves to find Lillie Florence and Young Mrs Chester meaning Florence Lillie and Mrs. Chester Young. It may of course be said that anyone looking over a list of names soon discovers its method and reads them correctly, but those of us who have puzzled over Oriental personal names may well wonder whether the names in our Register are properly interpreted in Japan and other far away countries.

But, without regard to the convenience of our Oriental friends, is it defensible to print an inverted name precisely as if it were not inverted and leave the reader to decide for himself if inversion exists? (For, although it is not the common practice, some alphabetical lists are printed without inversion.) Why may we not follow the usual practice of inserting a comma in an inverted personal name, so that one may be sure, without studying the neighboring names, whether Rose May is really Rose May or May Rose.

These remarks are submitted with the humility becoming to a "special student" of the earlier days.

\*MARY ALICE TENNEY, ex-1882.

People who are fond of the country and of old-time houses will be interested in the plan of Gertrude Cochrane Smith, 1910, of opening her house for week-end visitors or for those who care to make a longer stay. Mrs. Smith's is one of the oldest and most stately of the beautiful Deerfield houses. Especially attractive is her large living-room with its dark hand-hewn beams, its old fireplace wide enough to take in cord wood, its crane still in place with swinging black kettle, bellows and foot-warmer on the hearth and comfortable antique chairs at each side. In fact everything about the house is old-

\* Miss Tenney was for four years with Houghton, Mifflin & Co. Since 1897 she has been a cataloguer in the Boston public library.

fashioned except its occupant and her cooking. That last asset is distinctly modern and most delicious.

Besides many comforts the visitor will find many diversions easily available. There are shelves of interesting books in the quiet wainscotted parlor, walks in the meadows, down the "Albany Road" or up on the hills for anyone seeking a restful and out-door vacation. For those interested in handicrafts and the revival of New England industries there are a number of places to visit. Just across "the street" from Mrs. Smith live the Misses Allen widely known for their photographs; another neighbor makes hand-woven bed-quilts and netted fringe, and still others, baskets of all kinds, raffia, palm leaf, and willow, and rag rugs of various patterns and colors. And to please a historical taste there is the quaint old Museum with its collection of New England relics which revive the intimate and homely details of Colonial life.

C. ISABEL BAKER, 1893.

To the alumnae in eastern Massachusetts, greeting:—Are there any among you who have a little time to spare and would like to do *volunteer* social work? It is fairly easy for the paid trained social worker to find opportunities to try her skill but the would-be volunteer has a hard path. Where shall she apply? What work can she best do? What variety of work is there from which she may make her choice? In short, how can she find out about the opportunities?

The Boston Branch of the Association of Collegiate Alumnae has an answer to these questions—a committee composed of graduates of various women's colleges, all more or less in touch with different forms of social work, whose reason for existence is to help place and advise the volunteer social worker. The committee receives the applicants, talks over with each her desires and capabilities, shows her the many kinds of social work, helps her to make her choice of the particular kind for which she seems best fitted by

training and taste, and to find a position. The girl who wants to enter hospital social service and the one who wants work with a children's aid society are helped to find opportunities in their chosen fields. The girl who wants to be of use but does not know just what to do is shown various possible lines of work and helped to make her decision. Each girl is provided with a niche and if the first one does not fit her she is helped to find another which does. To the girl who finds social work for herself in her own town the committee is glad to give help and advice so that she may get the greatest amount of good from her work and make it as effective as possible. She may be put in touch with persons who are doing similar work but whose experience and constructive imagination may show her how to do broad efficient work even on a very small scale. From such people she can get inspiration and guidance for they are experts, full of originality of method and able to get maximum results.

All Smith girls, graduates and non-graduates, in eastern Massachusetts who want to do volunteer social work next year and can give their time regularly (be it a few hours or several days a week) are cordially invited to make use of the committee. The chairman is Miss Anna F. Wellington, Radcliffe 1904; address, 420 Beacon St., Boston.

Application may be made to her or to the Smith representative, Ellen T. Emerson, 1901 (Concord, Mass.) or to Beatrice Darling, 1913, 138 Brattle St., Cambridge, Mass. or Eleanor Edson, 1914, 30 Green St., Northampton.

ELLEN T. EMERSON, 1901.

### THE INTERNATIONAL LANGUAGE ESPERANTO

Not far from twenty years ago I was asked by a friend if I had heard of the new artificial language, Esperanto, of which all

Europe was talking. No, I had not heard of it, nor was I in the least interested in any artificial language—with unmistakable emphasis on the offending word *artificial*. The wise little woman made no attempt to break through the adamantine

wall of prejudice that plainly confronted her, but left the work to the sure, if somewhat slow, operations of time. And there the wall stood for twelve or fifteen years longer, until the language was given an opportunity to speak for itself, as it is quite capable of doing when granted a sincere and sympathetic hearing. It is therefore a pleasure to tell why I like Esperanto and to give a general idea of its structure.

No attempt will be made in this article to prove the need of an international language, as that is universally acknowledged; the question has resolved itself merely into one of choice. Fortunately for the preservation of the great national languages in their essential integrity, a just national pride forever precludes the possibility of the adoption of one of them as a second language for all, even if there were one with the necessary qualifications for the rôle. National languages, because they are largely the exponents of highly complex types of national life, are totally disqualified for world-wide international use. The only language in existence that meets all the requirements of the most highly developed of the great standard languages and has additional qualifications, possessed by none of them, is the International Language Esperanto.

As for the characteristics of the International Language, one of the first discoveries of the student is that it is not in the ordinary sense of the term artificial at all. By the same laws consciously applied that have, in the main unconsciously, controlled the development of the national tongues through centuries of growth, Esperanto *grew* from the mind of the genius who created it. It was not made to order nor could it have been. It came in answer to a world-felt need, and it is the free gift to the world of its author, the Polish humanist, scholar, and physician, Dr. L. L. Zamenhof.

By the use of less than three thousand international roots selected from the Indo-European group of languages, the majority of which are instantly recognized by the student, combined with an ingenious system of word building by means of prefixes and suffixes of definite meaning,



the author of Esperanto has created a language at once masterful in simplicity, logically precise, flexible, euphonious, and, like all great languages, capable of limitless growth toward greater and greater perfection. The grammar of the language is comprised within sixteen short rules, with just enough of inflection to insure perfect flexibility and adaptability to the whole range of uses possible to require of a language. The spelling is phonetic, while the placing of the accent on the penultimate syllable insures uniformity of pronunciation throughout the world. In a word, Esperanto is so simple that the student of average intelligence may acquire an excellent working knowledge of the language in a few weeks, yet so far from puerile as to challenge complete mastery even in the hands of the born scholar.

From the utilitarian point of view there is no limit to what might be said in favor of the International Language. But it is not in this that its greatness lies, for no language has ever prospered in the world on its merits as a means of intercommunication. Back of it must always stand the force of some great movement of human interest. Furthermore, Esperanto, being a neutral language, is the heritage of all. Already it is the living language of a people of unswerving loyalty, to be found in every civilized country of the world, all eager and many able to use it worthily in every field of human endeavor. Already, contrary to the supposition of its critics, it has an original literature of no mean quality, while it is rich in translations from writers of all nationalities; especially does it open up the literatures of the smaller peoples, whose languages are rarely studied and much more rarely mastered by the outsider. Esperanto was created for a definite purpose, to promote, through mutual understanding, interracial goodwill and friendliness among all the peoples of the earth, and all who have used it internationally bear witness to its unequaled fraternizing power and recognize in it the most potent factor in the world peace movement.

But there is still a distinct and unique service that the International Language is rendering in another field, a service that

it is destined to render more and more as an enlightened public press and educational leaders come to see that it has no equal as an educational factor in the curricula of our public schools. It meets a fundamental need in all education in that it supplies what educators have long been seeking, something to exercise the logical faculties, to compel the boy and girl to do their own thinking. It is impossible to use the language correctly without thinking logically. Moreover it affords the best possible preparation for the study of other languages, including the mother tongue.

The correspondence which the learner opens up with Esperantists in all parts of the world, whether by letter or illustrated postcard, is a liberal education to him in the knowledge and understanding of his fellowmen, in the geography of the earth, in the customs and manners of other peoples, best of all in the realization it brings to him of his essential kinship with all men. For the Esperantist the illusion is forever dispelled that there are "foreigners" anywhere. It is with *men* that he has to do, not with Jews, or Turks, or Hindus, or Chinese.

MARTHA BRYANT CARY, 1881. *Assistant to the Secretary of the Esperanto Association of North America.*

EDITOR'S NOTE.—We add a few illustrations of the way Esperanto uses the Indo-European roots. The nominative singular of every noun ends in *o* and that of every adjective in *a*; the plural adds *j* (pronounced *y*), and the accusative adds *n*. Every infinitive ends in *i*; the indicative endings are: present, *as*; past, *is*; and future, *os*. The same vowels, *a*, *i*, and *o*, are used to indicate present, past, and future time in the participles. Thus, the active participles end in *anta*, *inta*, and *onta*, and the passive ones in *ata*, *ita*, and *ola*. The past participles are combined with the proper form of *esti*, to be, to make the perfect tenses and the passive voice. The subjunctive ends in *us* and the imperative in *u*.

Working with this simple inflection are the many prefixes and suffixes which make possible all shades of meaning. Let us take, for instance, the root *kuir*. This becomes successively, *kuri*, to cook; *mi*, *vi*, *ni*, or *ili kuiras*, I, you, we, or they cook; *la pomoi estos kuirata*, the apples shall be cooked; *kuiristo*, a cook; *kuiristino*, a woman cook; *kuireco*, cookery; *ekkuri*, to start cooking, *rekuiri*, to cook over. From *doni*, to give, we may make: *donaco*, a gift; *donacaro*, a collection of gifts; *donacetto*, a little gift; *donaci*, to make a gift; *disdoni*, to distribute; *redoni*, to give back.

**WHY ADVERTISE IN THE QUARTERLY?** That the alumnae in general look upon advertising in the QUARTERLY as being on the same basis as that in other more public mediums was borne in upon me as something of a shock when one of them asked, "Why do you advertise there? You can't expect any business from it."

As it happened, the question of financial return had not entered into my decision to advertise in the QUARTERLY.

My idea had been that the Alumnae publication should bear witness to the occupation of college women in business as well as in literary work. The product of the literary worker appears here in its legitimate medium while the professional and business worker finds in it an unequal ground. But without representing the professional and business worker, the QUARTERLY does not register adequately the status of the productive results of the college education. Without entering into a dissertation on the ethics of advertising, but considering the advertisement as the medium through which the existence and capacity of these other classes of workers can be evidenced: what proportion is shown in the QUARTERLY of the college women in business as compared with those in literary work? Look at the February issue: out of thirteen advertising pages, about two are supported by the alumnae as against twenty-nine pages of contributed articles. What impression does this convey to the undergraduate who is sifting the vocational question; and to those alumnae widely scattered who are not closely in touch with affairs; and what to the general readers? I think it was the realization of the questioning attitude of these general readers that prompted me to put an advertisement in the QUARTERLY, regardless of any return.

I don't believe it should be primarily a question of a business profit, but rather for all of us something of a marshalling of our forces. For instance: if for one issue the editors should compile a list of the names and occupations of women in business and professions, I think it might afford guidance to the under-

graduate, pride to the alumnae, and interest to the general reader, with perhaps a resulting benefit to the college. This may have been done in some of the college reports; but, if so, I have not seen it. At any rate, it would bear repeating and I think many of us would like to see it printed in the QUARTERLY.

Miss Rand has tried many forms of persuasion and put a lot of her own time into efforts to induce alumnae to advertise in the QUARTERLY. Perhaps she could offer us some plan for the Commencement number, say in paragraph form, at a small cost to each. Wouldn't it be loyal to reward her with a voluntary response from all, asking how we can best serve her purposes in the QUARTERLY advertising pages in a concerted movement for the Commencement number.

ELIZABETH NEWTON CUSHING, ex-1893.

**A FEW OPINIONS** The QUARTERLY has received several answers to Miss Townsend's article in the February number, asking what is to be done with the Alumnae Notes next year. We can quote from only two but we very much appreciate the spirit of coöperation which the letters express. Write us some more before June.

Raise the price

Isn't each issue of the QUARTERLY worth thirty-seven and one-half cents just as surely as it is worth a quarter? And wouldn't raising the price be more convenient than charging large classes for appropriating more than two pages? In the first place, it won't be long before there is not even *one* page for each recent class, to say nothing of *two*.

As for hearing about subscribers only, never! Non-subscribers miss enough already by non-subscribing without being dropped from our intercourse like that. We want news of anybody and everybody, even if she is only at home. (I am at home, myself, and do not commonly refer to it as "only.") Let us raise the price and let's increase the size of the magazine.

ANITA FAIRGRIEVE, 1912.

**Why Not Help the Advertising Manager?**

Can't we help to secure more advertisements, and the cost of the extra pages needed be paid for in this way? Advertising is generally well paid for, and the

QUARTERLY has such a wide circulation that it ought to pay the advertisers. Cannot girls living in the different big cities or knowing the heads of firms coöperate with the advertising manager, who of course can't do it all.

MARY ANNE STAPLES KIRKPATRICK,  
1910.

### THE ALUM- NAE ART EX- HIBITION

The idea of an exhibition of the work of alumnae and former students in the plastic and decorative arts was suggested to the Board of Directors of the Alumnae Association this winter. After the possibilities had been looked into and the matter had been discussed with President Burton, it was decided to try it this year as an experiment, although it seems a little like the proverbial last straw added to the load of the camel of Commencement activities. The College, through the President, has offered to meet the expenses of the exhibition this year, so that transportation and insurance as well as printing will be paid for in this way. Through the kindness of the faculty of the Department of Art, the new exhibition room of the Hillyer Art Gallery is available. Mr. Tryon has consented to act on the jury, which fact alone guarantees that the standard set for admission will be high. The other members of the jury are Amy Otis, who is now the teacher of Art in the Capen School and brings to the task a long experience in acting upon juries and hanging committees, and Louis Monté, the instructor in design at the College. The scope of the exhibition is not confined to painting and sculpture, as the so-called "Arts and Crafts" will be represented. At the time of writing about sixty applications have been made for exhibitors' blanks and the range of work offered is from large portraits in oil to embroideries, and includes sculpture, silversmith's work, miniatures, and drawings for original schemes for decoration.

The committee went over the list of non-graduates and graduates of the art school and made a list of over a hundred and fifty names of women who had done work entitling them to be asked to exhibit. If anyone knows of anyone who has not been notified and who might have work

to show, she will confer a favor by sending the name to the committee. Exhibits must be in Northampton by May 10.

While the exhibition this year is in the nature of an experiment, it is hoped that it will commend itself sufficiently to become a permanent and enjoyable feature of Commencement.

ELIZABETH KIMBALL, 1901.

I suppose I should commence this article by confessing that I love any human being under ten years of age, whether I find him skating or in a reform school. I know children have their faults, but I believe that if they can start out with happy childhoods and learn some of the great principles of life, through kindness, when they are little, it will be a good deal easier for those who are to work with them and to live with them later on. So it was quite natural, when I found I was probably to live in a quiet village for the next few years of my life, that my interests went out, especially, to the children of the neighborhood. It commenced by my making love to a few little favorites who brought me flowers every day when they could pick them, huge bunches of dandelions as well as beautiful bouquets of bluebells, but each must be given a vase. Then it developed into their visiting with me and looking at the "picchurs" in my postcard album and any available books.

About this time a boy cousin of mine died and part of his library came to us, but as we are living in a tiny house, these books were all put in a bookcase in the barn. There they stayed for a year or more—in fact until one of the boys near us was convalescing after a serious illness. He could not walk and he wanted something to make him forget his pain, so his small brother came to our house and took all of the "barn books" in installments to that bigger brother to read.

When the books were returned, the thought came to me that some other boy might like to read them, and instead of putting them into the barn again, I brought out from the barn a bookcase



my sister used to have in her room in the Hatfield House, and put it in our parlor—a hitherto useless room—and put these books and the books I liked as a youngster, in that bookcase. Then I told all the boys and girls in the town they could come and get books whenever they wanted them, and they have been coming ever since! Their eagerness to read, and their willingness to read quietly by our sitting-room table, made me think,—and my conclusion was this: most of these children have few or no books of their own to read, and apparently they want to read, so something must be done for them. I wrote to Mr. Carnegie, but found we were too poor a village to comply with his conditions.

I had about given up the hope of ever having any community library here, when I met another 1906 girl who lived in New York State, and when I told her of my dreams, she asked if I knew about the free libraries the State Library at Albany would send out to rural communities. I did not know of such a bonanza, but found her to be a truthful lady, so I applied, and we now have our second set of books from there. For the enlightenment of others, I will say that the New York State Library will send out 25 volumes or more freely, for six months, to any rural community not having a library of its own; the state pays the transportation charges both ways, and will not accept any money even collected from dues!

The next part of my story, is fiction and not fact yet. We are not content even with these blessings, but want a library of our own, and one of our residents has promised us a room in a hall she owns. Soon the inhabitants must be solicited for old books and money for new ones, and perhaps before many months we shall be very independent, and have books of our own, belonging to each of us and all of us, in a town library! I believe that will come, though it is not here yet.

What has been done in Conklin, certainly can be done in any other country town, for we have had no gifts of money, and the children are not unusual; they are just nice boys and girls, who want to

know about things in general, and yet who love to play as much as any healthy children.

The country youngster needs some building for healthy sports and jolly games; and surely every small town has a grange building or old hotel or discarded hall of some sort, which could be fitted up—with very little money—as a so-called gymnasium, where the boys could play basketball one night and the girls another. This is a second dream of mine for Conklin, but if I do not hurry up and put it into reality, some other college girl in some other small town will be having the old hall in her village fitted up for her boys and girls before I do mine. But joy be to her, for I am sure she will find not only ample opportunity for service but also a grateful and appreciative lot of boys and girls.

MARGARET BRIDGES, 1906.

**WE TAKE OFF OUR HATS\***      As one of the editors of the *QUARTERLY*

I should like to say that the department of the magazine of which I am perhaps most proud is the Advertising Department. And I am proud of it because it has been built up and carried on by the untiring efforts of one person alone. Many people have contributed to whatever of success has been achieved in the text of the magazine, but the credit for the really splendid lot of advertising pages belongs to Miss Rand and to her alone. And, by the way, not the least handsome of these "ads" are those of a few of our loyal alumnae. Have all of you alumnae read the advertisements in—say the February issue? If not, you can do so none too soon, for you cannot fail to be impressed with their high class, diversity of interest (not "shoes and ships and sealing wax" perhaps, but surely "many things,") and the very artistic manner in which they are set up. Have you answered any of them? Of course you have, but have you taken the trouble to mention the *QUARTERLY*? Thirdly and lastly have you any idea how

\*I have had to smuggle these few words in because Miss Rand would be frightfully embarrassed if she knew that I had given rein to my feelings in this way, but every word is true all the same.

much most of us have been asking of Miss Rand, when we have virtually said to her: "You are the advertising manager. To be sure we alumnae are scattered all over the United States and the *QUARTERLY* is widely circulated, but you from your office in New York can attend to it all." I say,

"have been" because I am editorially certain we are all going to show her a very energetic spirit of coöperation in the future, and the very near future at that. In the meantime we editors are proud to say, "We take off our hats to Miss Rand."

EDITH N. HILL, 1903.

## NEWS FROM NORTHAMPTON

### MEMORIAL SERVICE

The vesper service on March first was a memorial for Professor Pierce, and in spite of the very severe storm John M. Greene Hall was well filled with faculty, students, and townspeople who knew and loved him. The audience joined with much sympathy in the hymns,—“Upward where the Stars are burning,” “The Homeland,” and “Ten Thousand Times Ten Thousand.” Edith Bennett, 1914, sang with wonderful tenderness “Rest in the Lord.” Professor Gardiner spoke very beautifully about his colleague and dear friend, telling of his personal qualities, his intellectual attitude and attainments, his favorite recreations, and briefly of his religious life. The signal thing about the man was his loyalty—to his friends, to his work, to the truth. Professor Gardiner was followed by Professor Warren of Princeton, who spoke of Mr. Pierce’s work in the Psychological Association, and brought from the outside world a tribute to Mr. Pierce’s memory. The whole service by its simplicity and sincerity expressed fittingly the deep sorrow of the college.

### THE BULLETIN BOARD

**VESPERS**—The recent speakers at vespers have been:—Rev. Oscar Edward Maurer, Dr. Dan Crawford, President Burton, Rev. Rockwell H. Potter, Rev. Rush Rhees, Rev. Willard Scott, Rev. J. Ross Stevenson, Rev. Paul Revere Frothingham.

**CONCERTS**—A concert was given January 29 by the Orpheus Club of Springfield. On February 4, the Boston Opera Concert Company gave a most successful concert under the auspices of the Western Massachusetts Branch of The Alumnae Association. The fifth concert of the

college course was given February 16 by the Philharmonic Society of New York, with Mischa Elman as soloist. A recital of original compositions by Miss Gena Branscombe of New York, assisted by Miss Holmes, Miss Dale, Miss Williams, and Mr. Moog, took place February 18. On February 25 Miss Bella Buchman of New York gave a lecture-recital on “Robert Schumann.” Miss Buchman was assisted by Miss Williams and Mr. Vieh. During mid-years, informal organ recitals were given every afternoon at five o’clock by Mr. Sleeper and Mr. Moog. On March 6 there was a harp recital by Miss Katherine Frazier assisted by Miss Dale, Miss Holmes, and Mr. Moog. The Smith College Orchestra under the direction of Miss Holmes gave their annual concert March 4, with the greatest success. The orchestra was assisted by Miss Katherine Frazier and the soloists were Lois Sillesky, 1914, and Mary Tanner, 1915. The sixth concert of the course was held on March 18, when a very delightful program was given by Mme. Carreno. March 20 a lecture and song recital were given in Assembly Hall on “The Songs of Miarka, the Gipsy Girl.” The Glee Club Concert was March 11.

**LECTURES**—Lectures have been given by Professor Charles M. Andrews of Yale University on the “Historical Background of the Present Day Situation in England,” under the auspices of the Department of History; Miss Stone of Athens on “Present Day Greece” at the open meeting of the Greek Club; Miss Ethel de Long of the Pine Mountain Settlement, Kentucky, under the auspices of the Department of Economics and Sociology; Professor Charles H. Haskins of Harvard University on “The Mediaeval Student,” under the auspices of the Department of History;

The Hon. William H. Taft, LL.D., D.C.L. was the speaker at the Commemorative Exercises on Washington's Birthday.

**FACULTY NOTES**—The college learned with deepest regret that Miss Mary L. Benton for seventeen years a member of the Department of Latin was to leave Smith. Miss Benton has accepted the call of the Trustees of Carleton College, Northfield, Minn., to become Professor of Latin and Dean of Women.

#### A New Appointment

At a meeting of the Trustees of Smith College held recently, William John Miller, Ph.D., Professor of Geology for the past nine years in Hamilton College, was called to the Professorship in Geology in Smith College. Professor Miller was born in California in 1880. He received the degree of B.S. in 1900 and the degree of M.S. in 1902 at the College of the Pacific. He was a graduate student in Geology at Stamford University during the Academic year 1900-1901 and he then became Instructor in Geology and Chemistry in the College of the Pacific, a position which he filled for two years. He then entered Johns Hopkins University in Baltimore as a graduate student in Geology. He was a fellow in Geology at that University in 1904-1905 and received there the degree of Doctor of Philosophy in 1905. He was connected with the U. S. Geological Survey during the summers of 1905 and 1906. Since 1906 he has been a member of the staff of the New York Geological Survey. He is the author of numerous papers in various scientific journals dealing with geological problems on California, Maryland, and New York. He is the author of "The Geological History of New York State." He is a fellow of the Geological Society of America and a member of Phi Beta Kappa and Sigma Xi. An important feature in the experience and training of Professor Miller has been very extensive travel and study throughout this country and Europe.

Professor Thomas H. Haines, M.D., Ph.D. of Ohio State University has been appointed to fill temporarily the place made vacant by the death of Mr. Pierce. Dr. Haines is a graduate of Haverford

College and received his doctorate at Harvard University in 1901. Since then he has been connected with the University of Ohio where he now occupies a full professorship in psychology.

The faculty has voted to adopt academic dress for special academic occasions. At the Commemorative Exercises on Washington's Birthday, the academic costume was used for the first time.

At a meeting of the Board of Trustees on February 20, 1914, the following promotions were made:

From Associate Professor to Professor: Herbert Vaughan Abbott, A. B.; Everett Kimball, Ph.D.; Carl Frederick Augustus Lange, Ph.D.; Louise Delpit; Ruth Goulding Wood, Ph.D.

From Instructor to Associate Professor: Florence Alden Gragg, Ph.D.

From Instructor to Assistant Professor:\* Adeline Pellissier; Anna Elizabeth Miller, A.M.; Inez Whipple Wilder, A.M.; Mary Lilies Richardson, A. M.; Beulah Strong; Herbert DeWitt Carrington, Ph.D.; Wilson Townsend Moog; Margaret Rooke; Laura Sophronia Clark, A.M.; Mary Belle McElwain, Ph.D.; F. Warren Wright, Ph.D.; Charles Homer Holzwarth, Ph.D.; Edna Dwinel Stoddard, B.S.; F. Stuart Chapin, Ph.D.

From Assistant to Instructor: Anna Willard Hosford; Myrtle Margaret Mann, Ph.D.; Clara Julia Lynch, A.M.; Elizabeth Richards.

From Reader to Assistant: Helen Hartwell Sewall, A.B.

All alumnae who ever studied under Professor Hazen will be sorry to read the following announcement which we quote from the *Springfield Republican*:

"The resignation of Professor Charles Downer Hazen from the faculty of Smith College was formally presented to the trustees at their meeting on February 20. Professor Hazen will remain in Northampton during the next few months, after which he expects to live abroad for some time, and to devote his attention exclusively to historical research. Professor

\*The rank of Assistant Professor was created this year. It is a term appointment, the term usually being three years. It elevates the holder to professorial rank and has for its chief object the recognition of younger instructors of great promise.



Hazen has been head of the Department of History since coming to Smith in 1894. He is therefore completing his twentieth year of service to the college."

Professor Elizabeth Kemper Adams of the Department of Education contributed to the last volume of the Cyclopaedia of Education recently issued by the Macmillan Company, an article on "The Higher Education of Women in the United States and Continental Europe."

Associate Professor John C. Hildt of the Department of History lectured on "The Capture of Washington and the Genesis of The Star-Spangled Banner" before the Daughters of the American Revolution of Manchester, N. H.

Professor Irving Wood of the Department of Biblical Literature attended a meeting of a Commission of The National Council of Congregational Churches at New Haven on March 4.

Professor Frank A. Waterman of the Department of Physics as chief examiner in Physics of the College Entrance Examination Board, attended a meeting of the Committee of Revision of that body held at Columbia University, February 27.

On March 25, Professor Alfred Vance Churchill of the Department of Art gave at Vassar College the third of a series of lectures on the "Development of Impressionism."

Professor Henry Noble MacCracken of the Department of English is collaborating with Professor Cunliffe of Columbia University in making an edition of Shakespeare to be published by the Century Company.

Professor Mary Augusta Jordan of the Department of English contributed a second paper on Escott's "Life of Anthony Trollope" to the February number of the *Yale Review*.

Mlle. Adeline Pellissier of the Department of French has prepared a book of French prose composition entitled "Idiomatic French."

Professor Schinz of the Department of French contributed an article on "La theorie de la bonté naturelle chez Rousseau" to the last issue of the *Revue de Dix-huitième Siècle*. This is a chapter of his forthcoming book on J. J. Rousseau.

Professor Caverno, head of the Department of Greek, has recently been appointed Councillor of the Boston Society of the Archaeological Institute of America.

Professor Bassett on Tuesday afternoons meets the members of his classes and any other students who wish to come and lectures on some topic of current interest.

**ATHLETICS**—The 1916 basket-ball team is as follows: homes, Emily Clapp, Dorothy Ainsworth, Amo Umbstaetter; centers, Lucy Goodwin, Ruth Blodgett (captain), Mary Sedgwick; guards, Agnes Jones, Esther Flynt, Elizabeth Edsall.

The 1917 team is as follows: homes, Emilie McMillan, Jane Banning, Cora Pittman; centers, Alice Matthai (captain), Mary Thayer, Mildred Needham; guards, Margaret Hussey, Eleanor Wood, Evelyn Lay.

The members of the All-Smith team announced on Rally Day are: homes, Dorothy Whitehead, 1914, Janet Van Sickle, 1915, Adèle Glogau, 1915; centers, Isabel Hudnut, 1914, Elizabeth Zimmerman, 1914, Edith Foster, 1915; guards, Dorothy Williams, 1914, Dorothea Simons, 1914, Esther Flynt, 1916.

The first 1916-1917 game was won by 1916 with the score 19 to 10 only. On March 4, 1916 again defeated 1917 with the score 23 to 13.

**COUNCIL NOTES**—There will be informal class meetings during the remainder of the year for open discussion of important council questions. It was voted that in the absence of any council member from a council meeting, her place should be filled by one of her classmates. The "Permission System" is at present under the investigation of a committee of five officers of the College and the members of the faculty.

**THE WEEK OF PRAYER** for Colleges began February 2. Services were held every afternoon at five o'clock. The speakers were Miss Ethel Freeman, Rev. Willis H. Butler, Dean Hodges, Rev. Brewer Eddy, Rev. Raymond Calkins, and President Burton.

**DRAMATICS**—Division A presented "The Piper" on March 14.

French Club gave a presentation of "Le Luthier de Cremona" and "Les Pré-

cieuses *Ridicules*" on February 18. Alpha has presented "The Elopement of Ellen," "Her Own Way," and "Joy." The plays given by Phi Kappa Psi have been "The Silver Box," "The Elopement of Ellen," and "The Fires of St. John."

**THE INTER-CLASS DEBATE**—President Burton presided at the debate between the teams chosen from the junior class and the senior class which took place with the greatest success February 11. The question debated was "Resolved: That an International Court of Arbitral Justice is Practicable," the juniors presenting arguments for the affirmative and the seniors the negative. The line-up was: 1914, Helen Moore, captain; Margaret Farrand, Hannah White. 1915, Katherine Vermilye, captain; Sophie Gibling, Hyla Watters. The seniors won.

**CLUBS**—The "first five" taken in by the Alpha Society were Emily Clapp, Ruth Blodgett, Angela Richmond, Frances Hall, and Amo Umbstaetter. On January 31, Marion Freeman, 1914, was taken into the society.

The "first five" taken in by the Phi Kappa Psi Society were Helen Wheelock, Eleanor Adams, Elizabeth Hugus, Mary Sedgwick, and Lucy Goodwin.

**PHI BETA KAPPA**—The following members of the class of 1914 have been elected to the Zeta chapter of Phi Beta Kappa: Margaret Alexander, Elinor Bedlow, Wanda Best, Marguerite Booth, Madeleine Brydon, Martha Chadbourne, Ruth Cobb, Hazel Finger, Amelia Gilman, Marion Gilmore, Ruth Hellekson, Gladys Hendrie, Marie McNair, Nellie Parker, Jean Paton, Ruth Ripton, Margaret Spahr, Hannah White, Mira Wilson, Elizabeth Zimmerman.

**COMMENCEMENT WEEK**—Rosamond Holmes has been chosen for Toast Mistress for the Class Supper and Hannah White is to be the Ivy Orator.

**THE WEEKLY BOARD** for next year has been announced as follows: editor-in-chief, Katherine Vermilye, 1915; news editor, Sallie Smith, 1915; managing editor, Annie Cooper, 1915; associate editor, Evelyn Odlin, 1915; business manager, Laila Moses, 1915; assistants, Mary Fish, Katherine Leonard, Louise Bird, Elizabeth Clarke,

Angela Richmond, Charlotte Billings, Marion Marsh, 1916; Madeleine McDowell, Florence Smith, Eleanor Spencer, Mary Thayer, Olive Nisley, 1917. The Editors of the *QUARTERLY* wish the 1914-1915 Board all the success that the 1913-1914 Board has achieved and advise all alumnae to take the *Weekly*.

**1915 MONTHLY EDITORS** for next year are Marion Walker, editor-in-chief, Mary Louise Ramsdell, Adelaide Heilbron, Barbara Cheney, Katherine Nye, Helen Tooker, Annie Bridgers, Katherine Boulette, Ellen McLoughlin, Kathleen Byam, Eleanor Gibbons, Lilian Peters, Alice Welles, Eleanor Park, Hester Gunning.

**THE PRESIDENT OF THE PRESS BOARD** is Dorothy McCormick, 1915.

### THE NOTE ROOM

This undersized quarter of the college year has been crammed full of events, and the humblest student may well have been as happy as a king, if her happiness depended on the world's being full of a number of things. In the first place, as soon as midyears were over and the sacred First Fives were safely in, a mass meeting of students was held to discuss the municipal theater in its relation to the college. Miss Jordan addressed the meeting, and left the general impression that it was everybody's duty to go to the play at least once a week,—on the whole a rather pleasant duty, for the quality of the plays has been improving. The juniors had a gay frolic on February 7; they swarmed in all sorts of queer costumes to the Gym, where everybody gave the mystic password Sllaf Aragain, which to the initiated was Niagara Falls spelled backward. Inside the Gym were the Falls themselves, most realistic in green and blue bunting, and all around were tourists of every variety, rustic or risqué as the case might be. Along the sides of the Gym were booths for business, with such signs as "Try a doughnut! If you don't want to eat it, you can use it for a friendship circle," and sideshows, one of which led to the Royal Gorge. This great spectacle, instead of being a marvelous canyon, proved to be a royal family voraciously eating its supper. Each house performed

some clever stunt, and all the spectators were breathless while Madam de la Morte (inwardly supported by a fire-rope) shot the rapids in a barrel.

On the same evening, no farther away than the Students' Building, another tremendous social event was being "pulled off." The senior class, even those who argued most passionately for adopting caps and gowns, were dressed as babies quite without academic dignity. After the precious infants, each sucking a lollypop, had performed a grand march, they played such fascinating games as London Bridge and Farmer in the Dell. Several stunts were presented, the best of which was a light opera entitled Pinafourteen by the seniors of Dickinson House.

"Another page was added to Smith College history," says the *Weekly*, "on Wednesday evening, February 11, in John M. Greene Hall when the seniors defeated the juniors in an interclass debate notable for its promise of worthy and signal attainment in the future."

On the very next night, the Suffrage Discussion Club held a glowingly successful meeting, which was addressed by Mrs. Sleeper and Margaret Hatfield. Both speakers possess much personal charm and they presented their arguments most forcefully; which combination so crushed the Antis that almost no contrary opinions were offered in the discussion which followed.

There are still constant suggestions for improving the systems of drawing tickets. In this respect the student body shows an ingenuity which might be worth a fortune to the New York, New Haven, and Hartford in its tragic unravellings. The *Weekly* is full of poignant hints about order in the library and in chapel; and informal class meetings are being held to discuss the great question "What is wrong with our Council Government? What can we do to improve it?" And "How about the 'Permission System?'" The seniors at a recent class meeting voted 208 to 83 *not* to wear caps and gowns at Commencement. And this brings us very naturally to the thrilling topic of the faculty's new clothes.

In the *Weekly* of February 1, Professor

Ganong clearly explained the significance of academic costume, the meaning of the color scheme, and so forth. But even this did not quite prepare the spectators for the vision of glory when the procession actually appeared on the morning of the twenty-second. It was more gorgeous and impressive than anyone had dared hope, and pride beat high in every breast as dear teachers marched down the aisle. Mr. Taft's irresistible humor saved the day and made the college feel festive in spite of itself; for unless he had come to the rescue, the sadness of everyone at Mr. Pierce's death would have made it very difficult to be gay. The rally in the gymnasium was omitted, and the song contest indefinitely postponed. The seniors sang their topical song after the game in the afternoon and tunefully invited everyone with a new idea to "try it on '14, try it on '14, try it on old '14." As for "old '14" herself—she was sufficiently hale and hearty to tramp around the Gym with Julius Caesar for her mascot and "Veni, Vidi, Vici" for her battle-cry, and moreover to justify this seeming arrogance by winning with a score of 20 to 15.

The big game between the freshmen and sophomores on March 4 was a very tense and exciting affair. Before the game began, the Unicorn dragged the Jub-Jub three times around the walls of Troy, following the example of Achilles and Hector. But at the end of the game, 1917 was defeated by a score of 23 to 13.

In the midst of all these engrossing affairs on the campus, a suitable interest in world-wide happenings is shown by the large attendance at Professor Bassett's lectures on current events. The Mexican situation and currency reform are not wholly neglected even for basket-ball and the junior frolic. The Christian Association is having a series of meetings for discussion on religious subjects.

The Alumnae-Student Rally is a very significant new thing under the sun in the college program, because it offers concrete evidence to the fact that the bond between the students and the alumnae is growing stronger and that the students as well as the alumnae are glad that this is so.



Miss Ferris 1901, an interior decorator, began by quoting Munsterberg's question, "If you should meet yourself walking down the road, would you engage yourself as the most efficient person to fill the position you are filling?" The other speakers were Mrs. Wardner, 1892, Miss Holmes, 1889, scientific farmer, Miss Comstock, 1897, Miss Greene, 1891, and Miss Miner, 1901. An interesting appreciation much valued by the alumnae is quoted in part from the *Weekly*.

The success which attended the gathering of alumnae and students last Saturday afternoon cannot be allowed to pass without comment. After the interest in the first, much was expected of this the second annual Alumnae-Student Rally to be held at Smith. But even more was realized than had been anticipated. The interesting information about various lines of work was only a part of the pleasure and profit that the afternoon afforded. The personalities of the speakers and the chance to know them, the sense of intimacy and common interest,—these united with the humor, comprehension, and inspiration which characterized the talks, to form one of the most delightful and valuable experiences of the year.

The Glee Club concert and dance were gala occasions as always.

An important event in the artistic life of the college was the presentation with remarkable success of Josephine Preston Peabody's (Mrs. Lionel Marks) play "The Piper" by Division A on March 14. There has been a tremendous to-do about getting the privilege of presenting it, as the author seriously objected to having the part of the Piper played by a girl, to say nothing of the dangerous possibilities of an amateur performance. However, due to the intercession of Rachel Berenson Perry, 1902, and Miss Freeman, Mrs. Marks finally gave her permission, previously granted only to Mr. Benson's Shakespearean Company and to the New Theatre Company. An honor of this sort will make us cockier than ever about our dramatic ability and our superiority in general.

The gymnastic drill on March 21 passed off with much éclat, especially for the seniors—old '14—who won both banner and cup. Interclass relay races added to the thrills of the occasion. Saturday

was a full day for the captain of the senior gym team, who in the morning heard herself announced as a member of Phi Beta Kappa, and in the afternoon ran triumphantly around the gymnasium adorned with the banner and cup. The Phi Beta Kappa announcements by Professor Gardiner at chapel were received with great enthusiasm. The student body was requested to omit the clapping after each name, so there was a tremendous grand total of applause saved for the end of the announcement.

With that sensation safely over, the rest of the term was mostly monopolized by trunk-men, who we trust will greet the same baggage (filled with fluffy spring clothes, not however, *too* fluffy this season) with joy when it comes back for our glorious spring term. S. L. S. 1913.

#### RALLY DAY EXERCISES

The great day came, and the great man with it. More than ever was there an insatiable demand for tickets for the morning exercises, and everybody went to the hall betimes, the girls all in white with gay flowers and ribbons, and the faculty armed with mysterious suit-cases. The dignified procession of capped and gowned faculty was impressively heralded by the trumpeter. The order of the program was much as usual, except for one notable improvement,—the Washington Ode came before the oration of the day instead of after it. The music was martial and inspiring, made more so by the presence of the trumpeter. Marion Walker, 1915, read an exceptionally fine ode, which dealt with the spirit of our forefathers who came to this strange land for the sake of "room to grow," and showed that in the hearts of the immigrants now streaming into our cities is the same dauntless spirit and love of freedom. Mr. Taft's address on "The Signs of the Times" was intensely interesting. He gave in a perfectly comprehensible way, free from too many technicalities and statistics, his attitude to the present tendencies towards direct popular government. He found the audience very responsive and enthusiastic, and everybody who heard him felt that his speech was a big event in the history of Smith College.

# FACULTY COMMITTEE ON RECOMMENDATIONS

The Faculty Committee on Recommendations presents an abridged statement of its annual report for 1912-1913, in the belief that it will give to readers of the *QUARTERLY* the best understanding in brief form of the nature and scope of the Committee's service and of the openings in various fields. The Committee consists of Miss Elizabeth Kemper Adams, Professor of Education, and Miss Amy Louise Barbour, Associate Professor of Greek. The secretary is Miss Margaret A. Smith.

## A. Registration.

### 1. Seniors 1913

a. Active.....	160
b. Passive.....	32
Total.....	192

### 2. Alumnae

a. 1908-1912.....	127
b. 1882-1907.....	31
Total.....	158

Total registration of seniors and alumnae..... 350

## B. Calls from employers.

1. Direct.....	278
2. Through teachers' agencies.....	113
Total calls.....	391

3. Total number of positions for which candidates were recommended.....	350
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a. Positions for which there were no suitable candidates.....	41
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### 4. Nature of calls.

#### a. Academic calls.

(1) Colleges.....	37
(2) Private schools.....	83
(3) Public secondary schools.....	176
(4) Public elementary schools.....	18
(5) Deans and principals.....	7
Total academic calls.....	321

#### b. Non-academic calls.

(1) Secretaries.	
Institutional.....	13
Private.....	3
Executive.....	3
Business.....	2
Financial.....	1
Total calls for secretaries.....	22

#### (2) Social workers.

Settlements.....	2
Training fellowships.....	3
Psychological clinics.....	2
Organizations, clubs, etc.....	13
Total calls for social workers.....	20

#### (3) Miscellaneous calls.

Governesses and mother's helpers.....	11
Housemothers.....	2
Camp councillors.....	1
Dietitians.....	1
Pageant directors.....	1
Biological research assistants.....	1

Librarians.....	3
Journalists.....	3
Publicity agents.....	2
Insurance assistants.....	1
Business apprentices.....	2
Total miscellaneous calls.....	28
Total non-academic calls.....	70

## C. Positions secured for candidates.

### 1. Positions offered..... 60

a. Positions accepted.....	46
b. Positions declined.....	14

### 2. Nature of positions secured.

a. Academic.....	44
b. Non-academic.	
(1) Secretaries.....	5
(2) Social workers.....	5
(3) Miscellaneous.....	6
Total non-academic positions.....	16

### 3. Nature of positions accepted.

a. Academic.	
(1) Colleges.....	1
(2) Private schools.....	14
(3) Public secondary schools.....	16
(4) Public elementary schools.....	2
(5) Principals.....	2
Total academic positions accepted.....	35

b. Non-academic.	
(1) Secretaries.	
Private.....	1
Institutional.....	1
Business.....	1
Total secretaries ..	3
(2) Social workers.	
Training fellowships ..	2
Psychological clinics ..	2
Organizations, clubs etc.....	1
Total social workers ..	5
(3) Miscellaneous.	
Business apprentices ..	2
Governesses.....	1
Total miscellaneous... ..	3
Total non-academic positions accepted.....	11

## D. Geographical distribution of positions accepted.

1. North Atlantic Division.....	34
2. South Atlantic Division.....	7
3. South Central Division.....	2
4. North Central Division.....	1
5. Western Division.....	2

## E. Salaries reported of positions accepted.

\$4-500.....	6
\$5-600.....	5
\$6-700.....	9
\$7-800.....	2
\$8-900.....	3
\$9-1000.....	2
\$1000.....	2

## F. Positions accepted.

1. By alumnae with experience.....	17
2. By alumnae without experience ..	1
3. By members of the class of 1913 ..	28

## G. Letters written.....1726

## THE ALUMNAE HOUSE



Last April the QUARTERLY announced that the Alumnae House was to be opened April 15, and the editors added that they were sure all the alumnae would join them "in expressing to Miss James their deep appreciation of the fine thing she has done in giving us a real abiding place in Northampton wherein we may hang up our hats and be at home." A year has passed, and we should like to repeat that statement in italics, for surely there is a niche awaiting in the Hall of Fame for the "*maître d'hôtel*" of this enchanting place.

You all remember the house of course, Dr. Brewster's at 8 Bedford Terrace, but you can have no idea of the changes which have been wrought in it and of how thoroughly restful and homey it all is. There is a library on the right with easy chairs, a roomy davenport, and—all winter—a crackling open fire which plainly invites you to sit down and reminisce or with the aid of all the college and alumnae literature on the table to "catch up" with the past, present, and future and map out your Northampton campaign without delay.





The family dining-room opens out of the library. The "family dining-room"! Surely that has a soul-satisfying sound because of course it means yours and mine. It has white woodwork and yellow walls, and always there are flowers or trailing vines in the wall pockets—Miss James has a perfect genius for lovely flower effects everywhere. The furniture is real mahogany. Indeed the whole house is a riot of mahogany as you shall see.

No words are needed to emphasize the charm of the drawing-room, with its piano and choice pictures, to the erstwhile harassed alumna in Northampton town. And besides, the mention of the mahogany sends us upstairs to the bedrooms where there are so many fascinating antique dressing tables and bureaus and chairs and light stands that it is a mercy the "*conciierge*" assigns you to a particular room for never in the world could you decide between the little corner room with its mahogany and soft yellow walls and the gray-blue room with mahogany and private bath and the room with the big mahogany bedstead and—why enumerate, if the fates are kind you shall one day try them all! The most wonderful thing about these rooms is that every bed has soft blankets and box springs. Think of an alumna in Northampton in a box-spring bed and then marvel not if the skies fall! A well equipped sewing basket is in every room, and the bureau covers are cunningly worked with quaint cross stitch designs.

Opening out of the parlor is the beautiful colonial tea-room which Miss James built last summer and which is a triumph in itself. The students love it almost as much as the alumnae because here they find an atmosphere of rest and a sense of belonging



that is very welcome. In the first place there is an immense fire place and in front of it the most friendly davenport in the world which seems to say, "Why hurry, sit down and chat awhile." One does sit down and is pretty sure to chat first of all about the tea-room itself. You talk about the pewter on the high mantel, the mahogany furniture, the stately colonial dame and gentleman on the menu cards, the china with its stiff little conventional bouquets in the four class colors, and—here is real genius—the linen tea cloths and napkins with those selfsame flowers done in cross stitch in the corners! You can see all this in the picture, but look you never so carefully you cannot see the yellow sunshine pouring in through the leaded glass windows and the gay flowers in the window boxes and on each table. Sometimes golden daffodils, sometimes red geraniums, sometimes little baskets of sweet, woody blossoms; for the color scheme, excepting the sunshine, changes delightfully often. There is an outside entrance for those not guests of the house, and townspeople, faculty, and students are welcomed for breakfasts, lunches, teas, and dinner parties.

And not alone to the tea-room do they come. The bedrooms in the house are of course reserved for the alumnae first of all, but if there are vacant rooms they may be rented to families and friends of faculty and students. To me this cementing of the bond between students and alumnae, this making very plain that we are all members of the same household, is not the least of the many services which the Alumnae House is performing.

And so we have at last our own particular roof-tree in Northampton, and "true hearts behold the future meeting" with wonderful pleasure, for although on the door plate is inscribed, modestly enough, "The Alumnae House", we know the minute we step inside that we may in very truth "hang up our hats and be at home."

EDITH N. HILL.

## THE S. C. A. C. W.

The Alumnae Auxiliary of the S. C. A. C. W. has about three hundred and fifty members. Anyone who will send her name to the General Secretary may be enrolled as a member; there are no dues. By means of this the Association hopes to keep in touch with interested alumnae and will send to them the Annual Report. At present two committees are formulating plans to help strengthen the interest

and sympathy between graduates and undergraduates. One of these will devise means for establishing a fund in memory of Alice Duryee, to be used in helping to maintain a college missionary. The other committee will stand ready to give advice to the Cabinet as to philanthropies to which it gives money and as to its choice of outside speakers, and to put outgoing seniors in touch with opportunities for volunteer social work when they go back to their homes.

## THE ALUMNAE ASSOCIATION

REPORT OF THE COMMITTEE  
OF FIVE OF THE ALUMNAE  
COUNCIL

FEBRUARY, 1914

The Committee of Five of the Alumnae Council met in Northampton, January 14, 15, and 16, 1914. The Committee consisted of Mrs. Alice Lord Parsons, 1897 (President), Mrs. Lucia Clapp Noyes, 1881 (Alumna Trustee), Mrs. Charlotte Stone MacDougall, 1893 (Councillor from the Washington Club), Miss Helen M. Forbes, 1912 (Councillor from the St. Louis Club), and Miss Ethel M. Gower, 1898 (Secretary pro tem.).

Conferences were held as usual with President Burton, Dean Comstock, the Faculty Committee on Conference with Alumnae, the Faculty Committee on Recommendations, the Heads of Houses, the General Secretary of the S. C. A. C. W., and the Student Council.

President Burton in his conference with the Committee expressed the gratitude felt by himself and the trustees to the alumnae for their generous help in the raising of the Million Dollar Fund. That this is *an endowment fund for teachers' salaries* is a fact which in the President's opinion cannot too often be emphasized. Its importance is other than financial; it is important psychologically in that it has given to people in general a new conception of the aims and ideals of the college. The President wishes the alumnae to understand that the trustees are keeping faith with them and that every penny of the income of the fund is to be used for salaries only. Inasmuch as almost \$600,000 of the fund has already been turned in and is drawing interest, it is expected that the whole income will be available

for the year beginning September, 1914, when the new salary schedule can go into effect.

Roughly speaking, half of the additional income is to go toward raising the salaries of the present faculty and the other half for the salaries of the new members of the teaching force. Two of these new members of the faculty are already serving, Mr. MacCracken as a professor in the English Department, and Mr. Schinz as head of the Department of French. The proportion of men and women on the increased faculty and the departments most in need of strengthening were two of the points touched on by the President in connection with the increased facilities of the college resulting from the fund. The President emphasized the importance of the Alumnae Fund Committee, organized in the spring of 1912, an outgrowth of the Million Dollar Fund Committee, and expressed the hope that some day, a day not too far distant, a class may return for its 25th reunion with a reunion gift of \$100,000.

The matter was discussed as to how satisfactory information can be given about the college. The President said that the Dean is preparing an illustrated pamphlet to be sent to those wishing information and supplementing the more formal college catalogue. There is also a large and attractive etching \* of the college buildings that will be sent to individuals, college clubs, and high schools, free of charge, on condition that it be framed and hung. This may be had on application at the President's office. The committee, on the other hand, announced the intention of the Alumnae Association to issue a leaflet containing interesting statistics about

\*See Frontispiece.



Smith graduates. That only wealthy girls can go to Smith is a false impression which the President spoke of as being rather generally prevalent. This contention he has so ably refuted in his latest report that it is unnecessary to dwell upon it here. To those of us who have had an opportunity to visit the undergraduates, it seems that they are as democratic as of old.

Should the curriculum for a college of the liberal arts for women differ from the same for men, was a question interesting to those members of the committee who are inclined perhaps to compromise with the thorough-going advocates of vocational training and give women by means of a group system, not wholly elective, a course which may be both cultural and useful. But this, too, as well as the matter of vocational training, is referred to in the President's report.

Of especial interest to us as alumnae was the suggestion of a proposed Alumnae Day at Commencement. It has for some time been the feeling that the alumnae events, as at present scheduled, are separated too much for most of us to be present at all of them. All sorts of possibilities were suggested as the matter was discussed in the different conferences, and it was finally decided to ask the President to appoint a committee representing the faculty, the alumnae, the trustees, and the undergraduates to work out some plan which will include an Alumnae Day and which will not conflict too seriously with existing conditions and traditions.

The President spoke of the rooms in College Hall that it is the intention of the trustees to make over for the use of the Alumnae Association to take the place of the present office at 184 Elm Street.

In the Dean's office the committee found the Dean and two brand new sets of bulletins: one a preliminary directory of the faculty and students, issued within a week or two of the opening of college, the other a bulletin bearing the comprehensive title, "Customs and Regulations," a title which in no way belies it. For the first time it is possible for a returning alumna eager for information, as well as for the undergraduate whom the informa-

tion more nearly concerns, to get in a compact form the customs and regulations that now hold in the college. Social Regulations, Health Regulations, Rules Governing Dramatic Entertainments, Fire Regulations for Campus Houses, The Student Council, The House Presidents, The Point System, Approved Eating Places,—a glance at the table of contents shows the scope of the pamphlet. In addition to the new publications the Dean's office prepares the College Catalogue, the Courses of Study Pamphlet, and the Weekly Bulletin.

The housing problem, always a serious one to those allotting rooms, becomes increasingly difficult with the growth of the college. In the assignment of rooms this year a somewhat larger percentage of campus places has been given to freshmen, so that in the average house there are from ten to fifteen members of the entering class. This adjustment has been made to meet the feeling, widespread among the freshmen, that in campus houses they have been too greatly outnumbered by the upper classmen. To give every student who wishes it a chance to spend part of her college life on the campus, and to maintain a fair representation of each class in each campus house have been the two ideals, sometimes incompatible, which have entered into the scheme for the distribution of rooms. It is the first of these which has led to the devising of a plan by which upper classmen not already on the campus shall draw lots for the order in which they may choose rooms. With our limited campus space, however, which permits us to house fewer than 800 of our 1550, no scheme can be wholly satisfactory. The only genuine solution for our difficulties is the enlargement of our system of college houses. In fairness to those who for years have maintained excellent "off-campus" houses, this enlargement should be gradual, but in the interests of democracy, of unity, and of a greater care for the welfare of the individual student, it should not be delayed.

From the residence problem, Miss Comstock turned to the subjects of health and scholarship. She spoke with enthusiasm of Dr. Gilman's success in her new rôle as head of the Department of Hygiene



and Physical Education, and commented upon the good health of the students in the present college year. A daily bulletin of cases of illness keeps her in touch with the state of health in the college. Matters of scholarship also come within Miss Comstock's scope through the Board of Class Officers, of which she is chairman, and through personal conferences with students whose work is giving them, or their instructors, cause for anxiety. The question why a weak student is a weak student is a perennial problem in every college, and fortunately it has a perennial interest.

Miss Comstock told us of three student activities, all of them originating with the students themselves. These were a Debate, an Alumnae Rally with alumnae of different callings as speakers, and the Suffrage Discussion Club, permission for which was granted by the faculty on condition that it be for discussion and not for proselytizing, and that both sides should be represented in the membership and in the discussions.

The question was brought up of the propriety of assigning campus rooms to the members of the Class Secretaries' Association for Commencement, giving them the preference over the reunion classes. It seems advisable, as all alumnae cannot be on the campus, and as the reunion classes are forming the habit of having separate off-campus houses, to grant this privilege to the class secretaries, inasmuch as they do so much for the general good of the alumnae.

The members of the Faculty Committee this year were Professors Waterman, Bassett, Cutler, and Lange. They discussed with our committee the proposed changes in the entrance requirements and the revision of the curriculum. It was pointed out that the conditions in the secondary schools make some change in the entrance requirements imperative. Formerly with a preponderance of private school pupils, it was possible for the college to dictate to a great extent as to what subjects should be taught. Now, however, the number of students entering from high schools is steadily increasing and the high schools, of course, do not aim to prepare

particularly for college, but are guided in their choice of studies by local needs. They ask from the colleges, therefore, a broader range of subjects for admission, and the requirements must become more elastic.

The faculty committee in their careful study of the matter have found that the requirements in other colleges are changing. The school records of the pupil and the recommendation of his teacher are considered as well as the actual examination. The tendency seems to be to lay the emphasis more and more on the examination as a power test, rather than a probing for facts hurriedly crammed in. As yet the revision of the curriculum is not settled; any change in it will necessitate a still greater change in the entrance requirements. It was gratifying to hear that there is a decided decrease in the number of students entering with conditions.

It seemed to be the general opinion of the committee that the experiment of open marks has worked well. Many students, on learning that they are doing well in a subject are encouraged to continue it, whereas without a definite knowledge of their marks they might be discouraged and drop it. Open marks are also an encouragement for Phi Beta Kappa in cases where students without them would not think their stand good enough to put in the additional work necessary for Phi Beta Kappa. On the whole, however, the open marks seem to make the most impression on those doing C grade work, for the good students will generally work in any case and the poor ones will be eliminated, but indifferent students are often helped on a bit by knowing that they are on debatable ground. With the open marks has come the question of honors in special subjects at the end of sophomore and senior year. Such recognition is felt by the committee to be most desirable.

The faculty wished to call the attention of the alumnae to a falling off that has been noticed in the number of our graduate students in other colleges. Of late there have been few applications from Smith graduates for the A. C. A. fellowships, and the work of our graduates in Medical

Schools has been distinctly less notable than a decade ago. It was hoped that the Alumnae Council might study the graduate situation with a view to improving it.

Other helpful suggestions made by the faculty as to how the alumnae can be most useful to the college at present are: (1) to get at the secondary schools by means of pamphlets, information, and personal conversations with principals; (2) to advise girls to visit Smith before deciding on a college; (3) to visit other colleges than our own to get points to bring back; (4) to sift all criticism in regard to the college that comes to the alumnae and send to the college authorities such parts of it as seem significant.

A fact concerning the faculty which the committee did not confide to us, but which we heard unofficially is that the faculty has voted to appear in caps and gowns on state occasions.

The Committee of Five spent an interesting hour with Miss Adams and Miss Barbour, the members of the Committee on Recommendations. Since the appointment of this committee in 1908, its work has become increasingly valuable, branching out as it has from the teachers' bureau, its original design, into all the different professions in which women are now active. In the exactness, compactness, and adequacy of the information afforded in regard to each person registering for a position, the work of the bureau speaks for itself. The members of the committee are always anxious to have the names of good people in any line of work, for they are having a larger number of demands for teachers and principals than they can satisfactorily supply, and they are also glad to have the alumnae recommend the bureau to schools wishing teachers. It is the aim of Miss Adams and Miss Barbour to work out gradually for each department a tentative course for different vocations. They have recently started a series of lectures for the students on vocational opportunities. Miss Florence Jackson of the Women's Educational and Industrial Union has conferences every month on such subjects as Secretarial Openings and Social Service.

The Committee of Five met the Heads of Houses at the Dewey House and heard the reports of the standing committees.

The Dean, as chairman of the Social Regulations Committee, reported that there had been no additional regulations, and that it was the policy of the committee to legislate as little as possible, but to try really to represent the different groups which make up the committee, namely, the Faculty, the Heads of Houses, and the Student Council, and thus to coöperate with these groups through the members of the committee. In reporting for the Entertainments Committee, Miss Comstock said that it was the endeavor of the committee to keep the social life of the college simple. Mrs. Carman also reported for the Tenney House, and Miss Turner reported for the Lawrence House, expressing the hope that in another year the house may be self-supporting.

Dr. Gilman gave a most interesting account of her work which has been reorganized this year, and is now called the Department of Hygiene and Physical Education.\* The college doctor no longer practices, but her work is entirely advisory. She is in her office from three to four hours daily when students can consult her. If she thinks that they ought to see a physician, she sends them to a doctor in the town with a blank which the doctor is to make out and return to her. The Heads of Houses are also asked to report all cases of sickness to Dr. Gilman in order that she may be doubly assured of complete information in regard to the health of the girls. To the hygiene lectures of freshman year which are given once a week during the fall term, Dr. Gilman is adding lectures on anatomy, physiology, and hygiene given to the six divisions of the freshman class throughout the year. Special work is arranged for the girls who are excused from gymnastics and in every way the wellbeing of the students is made the subject of careful study.

Dr. Gilman closed her report with an eloquent appeal to the alumnae for an infirmary and a new gymnasium,—a gymnasium with a swimming pool and plenty

\*See "The New Work of the College Physician" in the February *QUARTERLY*.

of floor space, with rest rooms and open-air rooms. If the alumnae had heard the appeal, the committee feels sure that the money for both the infirmary and the gymnasium would be forthcoming.

\*In our conference with Miss Wright, the General Secretary of the S. C. A. C. W., we were particularly impressed by the wise organization and good financial policy of the association, which must account in some measure for its efficient work. In connection with the Self-Help Bureau, Miss Wright told us of the various ways by which the girls earn money, the largest amount being earned by housework. She spoke of her effort to keep up the standard of the work so that in all cases it might be the same sort of service as that given by professionals. Now that the Self-Help Bureau is so well established, Miss Wright feels that the emphasis may well be laid on other branches of the work. The association is working for a fund, the interest of which is to support a missionary in the foreign field. The Tuesday evening meetings of the association vary in character: Bible Study, Prayer Meetings, Mission Study, Philanthropic Work, and Social Service are some of the different subjects. The membership is now between 1100 and 1200 which is in itself an indication of how alive it is, and what an important part it plays in the life of the college.

Having heard the plans that were being suggested for the welfare of the students in different quarters, it was pleasant for the committee to meet the Student Council and hear what plans they themselves were making. The Council wishes to emphasize its effort and that of the whole undergraduate body to keep the class taxes as low as possible. This year the senior tax is lower than ever before, and all the money spent is posted.

We were particularly glad to hear from the student standpoint of the success of the Lawrence as a coöperative house. Three of the members of the Council are from the Lawrence, and their report of the house was most enthusiastic. The work is going even more smoothly than last year, the food is satisfactory to every-

one—an almost unbelievable statement—and the spirit of the house is fine, because, as one of the girls said, "We get to know each other better by working together in just that way."

These are interesting days in the college, and your committee feels it a privilege to have been able to come in closer touch with the changing conditions of our Alma Mater, to have seen on all sides abundant proof of its never failing democracy, its increasing efficiency, and its splendid spirit of helpfulness.

(Signed)	{	ALICE LORD PARSONS
		LUCIA CLAPP NOYES
		CHARLOTTE STONE MACDOUGALL
		HELEN M. FORBES
		ETHEL M. GOWER

### LOCAL CLUBS

The Cleveland Smith Club held its annual luncheon on Tuesday, December 30, 1913 at the Euclid Club with Mr. Sleeper as guest of honor. There were 43 members present and after the meal all gathered around the fire to hear Mr. Sleeper's interesting account of the work of the music and art departments at Smith. On Wednesday, March 18, the executive committee invited the members to tea at the new College Club. There were interesting talks on the President's report and the news from the QUARTERLY for the benefit of those who had not read them; and then Mrs. Taplin, the president, appointed a committee to arrange an entertainment in the near future. The proceeds of this are to be used in buying something for the new College Club building.

At a meeting of the Smith College Club of New York held at the home of the president, Winifred Notman, on February 27, Miss Ethel de Long, 1901, told of her work among the mountain people of Kentucky, and of the effort now being made to raise funds to equip and maintain a settlement school at Pine Mountain.\* It was a delightful afternoon. Mary Van Kleeck urged the appointment of a committee by the club to represent Smith in the twenty-fifth anniversary of the College Settlement next October.

\*See "Student Ways and Means at Smith College" in February QUARTERLY.

\*See article by Miss de Long in current issue.



A luncheon was held at the Hotel Majestic on April 4. President and Mrs. Burton and Professor George Kirchwey, Dean of Columbia Law School, were among the guests of honor.

One of the chief interests of the Smith Club this winter as of all other college clubs has been the furnishing of the new Women's University Club at 106 East 52 St. Smith's share is the beautiful library. An article by Dorothy Kenyon in this issue of the QUARTERLY gives a detailed account of our endeavors.

Mrs. Alice Lord Parsons was the guest of the Philadelphia Smith College Club at its regular meeting on March 18, and the Club expects to have President Burton as the guest of honor at the annual luncheon on April 3. At a recent theater benefit the Club raised eighty-five dollars towards the completion of its pledge to the Million Dollar Fund.

The officers of the Rhode Island Branch for 1913-14 are as follows: president, Mrs. Phillip Mitchell, 1908; vice-president,

Helen Law, 1909; secretary, Maybelle Kingsbury, 1908; treasurer, Mrs. Robert Cubbon, 1908. There are 58 members at present, and besides the regular business meetings, there has been a musical tea. Preparations for a debate with the Wellesley Club are now going on.

The Smith College Club of Rochester entertained the undergraduates at the January meeting. Miss Ethel Curtiss, 1912, talked about her work among the hill towns of Vermont. A luncheon was given March 7 for the Buffalo and Syracuse Clubs after which the play "Omelet and Oatmeal" was presented.

Miss Elizabeth Bryan, 1909, entertained the Smith College Club of Washington, D. C. January 14, at an afternoon tea in honor of Mrs. Charles Patton (Isabella Mack, 1898) of Ko Chow, China. While in Washington Dr. Patton spoke several times concerning her work in China.

Miss de Long, 1901, was the guest of honor at the regular meeting at the home of the president, Mrs. A. N. Wood, February 23.

## ALUMNAE NOTES

Owing to lack of space the list of Alumnae Visiting College has been omitted. Does anyone miss it particularly? Forty-seven alumnae registered for over Washington's Birthday. EDITOR'S NOTE.

### A MEMORIAL FUND

A Grace Lathrop Collin Memorial Fund is being raised, to be given to the Smith College Students' Aid Society, for use in helping undergraduate students of marked literary ability. The fund will be made up by Grace Collin's friends, both those who are members of '96, and those from other classes as well. It is possible to reach by letter only a few of those who would doubtless be glad to share in the privilege of giving. Anyone desiring to have a part in this memorial may send contributions to Mary A. Goodman, 834 Asylum Av., Hartford, Conn.

### CLASS NEWS

*The editors are aware that occasionally names of persons and places are misspelled in this department. They therefore beg you to read the following paragraph:*

*It is absolutely impossible for us to assume the responsibility for the correct spelling*

*of names and addresses in this department unless the items are typewritten or written legibly on one side of the paper only. We dislike to lay ourselves open to the charge of inaccuracy and therefore urge each one of you to coöperate with us in this matter. Please send all news for the July issue to your class secretary by June 16.*

#### 1879

Class secretary—Mrs. Charles Cone, Hartford, Vt.

[Editor's note. Sorry our oldest sisters have no report—Perhaps they will have a surprise for us at their Reunion.]

#### 1880

Class secretary—Mrs. Edwin H. Higbee, 8 West St., Northampton, Mass.

#### 1881

Class secretary—Mrs. George H. Washburn, 377 Marlborough St., Boston, Mass.

Laura Drake Gill read a paper on "Effects of the higher education of women upon health, the family, and economic status of graduates," before a meeting of

the Convention of the Religious Education Association held at Yale University in March.

### 1882

Class secretary—Mary Gulliver, Rockford College, Rockford, Ill.

#### *In Memoriam*

The class of '82 is mourning the loss of another of its most able members in the death of Dr. Theodate L. Smith, on February 16, at Worcester, Mass.

She died very suddenly, after her usual morning's work, and so unexpectedly that her passing was a great shock to all.

From Smith College, Dr. Smith received the degrees of B.A. and M.A.; from Yale University the degree of Ph.D.

For some years she has been lecturer and librarian of the Children's Institute at Clark University, Worcester; since 1902 research assistant to Dr. G. Stanley Hall.

She spent some time abroad studying the Montessori Schools and other institutions and movements for child welfare.

The following appreciation by Dr. Stanley Hall testifies to her fine character and valuable work.

Dr. Theodate L. Smith, who was my Research Assistant from 1902 to 1909, and Lecturer and Librarian in the Children's Institute at Clark University up to the time of her death, left a vacancy which can never be filled. On all matters pertaining to all types of institutions for child welfare she was the authority to whom all of us, professors and students alike, turned, and the material she collected here, from all countries where such institutions exist, has no parallel, I am told. Her knowledge was almost encyclopaedic in her chosen field. Much and well as she wrote for publication, her printed contributions do scanty justice to her knowledge and ability, and it is hoped that her large work, which will be a more adequate monument to her, may be worthily finished. Few have ever better illustrated the law of service, for her time, material, and advice were always at the call of all who wanted them. The valuable work that she published in child study, alone and jointly with me, was based on an almost passionate love of children. Although a woman of such attainments and ability must have smarted to see her juniors and inferiors advanced above her in position and salary, this bitter experience, so common in cultivated women, never modified her opinions concerning woman's place and function in modern society, and her views on these questions, whatever views others held,

testified both to her conservatism and to the judicial quality of her mind. Her life here was the simple, regular life of a born scholar, and testimonials concerning her helpfulness in all ways to all persons in need who came in contact with her, and who are often unknown to me, I am still receiving almost daily.

March 4, 1914 G. STANLEY HALL.

E. C. H. Brooks is in Boston for the winter.

Ex-1882, Mary Jameson is spending the year in Italy.

### 1883

Class secretary—Charlotte Gulliver, 30 Huntingdon Lane, Norwich Town, Conn.

Mr. B. D. Allen, for many years a well-known musician of Worcester and especially prominent in the inauguration of the annual Worcester Musical Festival, died March 4, at Wellesley, at the home of his daughter, Mrs. Wm. W. Sleeper (Mabel Allen, ex-1883).

### 1884

Class secretary—Caroline B. Sergeant, 4 Hawthorn Rd., Brookline, Mass.

1884 will hold its Thirtieth Reunion June 11-16. Headquarters at Haven House. Class Supper, Tuesday, June 16.

Mrs. E. M. Greene (Katharine Jameson) has been chosen one of the two delegates who represent the Boston Association in the Alumnae Council.

Frances Fessenden, daughter of Mrs. William Fessenden (Alida M. Mehan), a student in the sophomore class is a member of the Student Council and has lately been admitted to the Alpha Society.

On Sunday, January 25, Mrs. Mills, mother of Alice M. Mills, ex-1884, died at her home in Brookline.

### 1885

Class secretary—Ruth B. Franklin, 23 Sherman St., Newport, R. I.

The secretary wishes to call the attention of the class to her change of address.

### 1886

Class secretary—M. Adèle Allen, 206 Pine St., Holyoke, Mass.

### 1887

Class secretary—Clara M. Reed, 54 Court St., Westfield, Mass.

### 1888

Class secretary—Mrs. Frank Meara, 400 West End Av., New York, N. Y.

**1889**

Class secretary—Lucy E. Allen, 35 Webster St., West Newton, Mass.

**1890**

Class secretary—Mary V. Thayer, Holbrook, Mass.

**1891**

Class secretary—Mrs. John J. Albright, 730 West Ferry St., Buffalo, N. Y.

**1892**

Class secretary—Mrs. Irving H. Upton, 20 Park View St., Grove Hall, Mass.

"Dean Cora Helen Coolidge, of the Pennsylvania College for Women, Pittsburgh, Pa., was named as acting president of that institution. She will take the place, temporarily, of Dr. Henry D. Lindsay, who died recently."

By invitation of the Students' Council Mrs. G. Philip Wardner (Mary Rankin) spoke on March 7 at the Alumnae-Student Rally upon "The Business of Being a Mother."

Within the past month Vida Hunt Francis has spoken before the students upon some subject kindred to the A. C. A.

**1893**

Class secretary—Mrs. John E. Oldham, 16 Livermore Rd., Wellesley Hills, Mass.

At the annual luncheon of the Boston Branch, January 31, seventeen members of the class of '93 were present.

Edith Richardson is President of the Haverhill College Club. She reports that on January 26, President Burton spoke for the Club to its invited guests, on "The Educated Person." The audience were most enthusiastic in praise of him and his speech, and all the Haverhill girls are for Smith now!

Etta Jacobs is county organizer of the Women's Progressive Clubs of the Second Plymouth District, and a member of the State Committee of the Progressive Party of Massachusetts.

Agnes Williston is now living at 46 Capen St., Hartford, Conn.

Charlotte Murkland's new address is 17 Nicollet St., Lowell.

**1894**

Class secretary—Sarah E. Bawden, 912 Willett St., Jamaica, N. Y.

Commencement!—Our TWENTIETH RE-

UNION occurs in June. You will soon receive a letter of information as to details. The Class Reunion Fund idea seems to be a success. In money and pledges, already ninety dollars beyond personal expenses of those attending have been raised. Do any of the class know of members who could come to the reunion as the guests of the class, but who otherwise could not afford it? A confidential letter to the secretary will help us in using the above fund wisely and to the purpose intended. Already thirty-two have written that they are coming. Several who cannot come have contributed to the fund. Let us make an even larger showing when the secretary's last call is received. The class will keep open house for Commencement Week at Mrs. Arnold's on West St., where all the rooms have been engaged for the class.

Married.—Olivia H. Dunbar to Ridgely Torrence, February 3, in New York. The ceremony was performed by the Rev. Philip M. Watters, a brother of Bertha Watters Tildesley, so it would seem as if the class had assisted by proxy in the wedding.

*In Memoriam*

Mrs. Harry A. Miller (Emma Leighton) died February 8, at Baldwinville, Mass. Although one of our quietest members, the tributes of her friends, with the record of her life since college days, show her a true Smith alumna, a busy, effective worker for the betterment of her community. We have lost; she has gained.

**1895**

Class secretary—Bessey Borden, 618 Rock St., Fall River, Mass.

Mabel H. Cummings, who two years ago combined Miss Creech's school and that of Miss S. Alice Brown (1881), has now incorporated under the name of the Brimmer School. A model school building is being constructed for her. President Burton is one of the incorporators.

Ruth A. Warren was married on Saturday, February 21, to Mr. Erwin F. Smith. Address, 1474 Belmont St. N. W., Washington, D. C.

Amey O. Aldrich's new address is 120 East 34 St. Her former home in New York was completely destroyed by fire, at midnight, February 15, during a severe snow-storm. She escaped uninjured, but saved nothing.



## 1896

Class secretary—Mrs. Lucius R. Eastman Jr., 43 Glenwood Rd., Upper Montclair, N. J.

If those members of '96 who have not returned their statistics for the class records could be induced to respond, many persons besides the class secretary might be made happy.

The class secretary is urged to go to Hamp in June for the annual meeting of the Class Secretaries' Association. Are there any '96ers who would like to join her there in a '96 reunion *en petit*?

Clara A. Burnham sailed March 12 from Ceylon for Egypt. Her return home will be delayed until May.

Mrs. R. A. Woods (Eleanor Bush) went to Panama and Jamaica for four weeks in February and March.

Jennie C. Sibley has been transferred to the Senn High School, on the north side of Chicago, where she is teaching history. She hopes to be able to make her home in Evanston hereafter.

Mary Hardy Folsom and Sophie Washburn Bateman had a very delightful visit in Washington and New York for two weeks in March.

Bertha Herrick Lloyd has been visiting Edith Hart Holcomb, ex-'96, in New Haven, Emily Betts Strayer at her home in Rochester, and Margaret Manson Holcomb in Brookline.

Frances Jones and Eva Hills Eastman were in Northampton over February 22, with Carolyn Swett, '95. The weather was chilly but the college was cordial, as always.

Elizabeth Read is in New York this winter working with the North American Civic League for Immigrants.

Adolph Benedict Schneider Jr., was born to Mrs. Adolph B. Schneider (Ila Roberts), on December 23, 1913.

## 1897

Class secretary—Alice W. Tallant, 1807 Spruce St., Philadelphia, Pa.

Dear '97,

Please, all of you, begin at once to make plans for the informal reunion. We shall have a luncheon on Ivy Day (Monday, June 15) and we want it to be a cracker-jack. More details will be found in the forthcoming class letter, but in the meantime, prepare!

A. W. T.

Mrs. George W. Bacon (Caroline Mitchell) sailed in March for a short trip abroad.

Mrs. James E. Bennett (Bertha Bogue) has been acting as "block guardian" in the campaign to get women to register for the spring election in Chicago.

Anna Casler was married February 18 to Thomas Upson Chesebrough. Address after May 1, Burnsville, N. C.

Mrs. Edward S. Cole (Mary Rockwell) has a daughter, Mary Rockwell.

Mrs. Morton D. Dunning (May Ward) sends a long letter about her various activities, from teaching school to inventing new creations in clothes. She calls herself a Home Missionary on the Foreign Field.

Mrs. Daniel J. Fleming (Elizabeth Cole) is reported as "in great demand for talks on Women in India," having spoken before various clubs and missionary societies in and about Chicago.

Susan Holton is conducting a special study of occupations in the Social Service Department of the Massachusetts General Hospital. The *Survey* for February 21 gives interesting details of what it calls her "unique experiment in hospital work." Early in March she spoke before 275 members of the Massachusetts Federation of Woman's Clubs about the state-wide campaign against lead-poisoning, to be waged by the Women's Municipal League of Boston.

Mrs. Milton C. Miller (Edith Sligh) has returned to her former home, Grand Rapids, Mich.

Mrs. Edgerton Parsons (Alice Lord) was the guest of the Philadelphia Smith College Club, March 18, and addressed the Club on matters of college and alumnae interest. In the interstices of flying about on various alumnae missions she is taking a course at Columbia on "Contemporary European Literature." Mrs. Lee S. Roberts (Henriette Wittke, ex-1897) is one of her classmates in this course.

Mrs. Joseph S. Rawson (Grace Dustan) reports the birth of her daughter, Nancy Dustan, July 3, 1913, adding "I shall never have anything half so nice to report again."

Elsie Tallant is a member of the Com-

mittee on the Reduction of Infant Mortality of the Philadelphia County Medical Society. On March 10 she presented a case of congenital heart disease before the Philadelphia Pediatric Society.

Mrs. H. R. Hulse (Frances Seymour) has a daughter, born March 9.

Mrs. Joseph L. Valentine (Albertine Flershem) is much interested in the Chicago Collegiate Bureau of Occupations, and has been made chairman of its new Auxiliary Finance Committee. She is also chairman of the two precincts of her ward, the work being to get women to register, to circulate information, and so forth.

We hope that every '97 member has carefully read the Alumnae Register and discovered that of the twenty-nine Branch Associations and Clubs, five have '97 presidents, as follows: Buffalo, Marion Gemmel; Chicago, Albertine Whitney Flershem; Philadelphia, Elsie Tallant; Pittsburgh, Grace Whiting Mitchell; Columbus, Agnes Jeffrey Shedd. Apparently there are others besides ourselves who think '97 "the finest under heaven."

#### 1898

Class secretary—Elisabeth B. Thacher, 69 Alleghany St., Roxbury, Mass.

At the February meeting of the Trustees, Ruth Wood was made a Professor.

On February 25, Alma Baumgarten gave a '98 tea at the Alumnae Tea Room. All fortunate enough to be present enjoyed themselves greatly.

What have the other members of the class been doing? Please report for the next issue of the *QUARTERLY*.

#### 1899

Class secretary—Edith E. Rand, 3 West 92 St., New York, N. Y.

The call to our fifteenth reunion has been sent to you all and may you urge each other to come to Northampton in June and make the Southwick House, Elm St., the jolliest Headquarters in town! Another letter will be sent out in May giving fuller details and a schedule of events.

#### 1900

Class secretary—Mrs. Millard C. Humstone, 24 Gramercy Park, New York, N. Y.

On March 5, Frances Cummings read

a paper on the extent to which college graduates are now engaged in social service: (a) voluntary; (b) professional; and the extent to which college life and work influenced them in the direction of such work, at the Convention of the Religious Education Association meeting at Yale University.

A daughter, Eleanor Jean, was born to Mrs. Otto A. Poirier (Leslie Mitchell), January 1.

#### 1901

Class secretary—Mrs. Everett Kimball, 319 Elm St., Northampton, Mass.

Do not forget Commencement June 1914! It isn't every class that can boast of twelve reunions in thirteen years, and if you have never been to any of our small reunions, come. They are very popular with other classes as well as ourselves. 1899 holds its fifteenth reunion and 1904 its decennial. Up-to-date information about board and lodging will be furnished by Antoinette Putman-Cramer, 322 Lawrence Av., Westfield, N. J., or by the secretary. Be sure and read the general reunion notices on pages 205 and 206.

1901 had a luncheon at the College Club, 40 Commonwealth Av., Boston, on March 6 before the Smith meeting and although there was a disagreeable snow-storm, twelve turned up, and furnished a number of "gists." It was inspiring to hear what the girls were accomplishing although the news had to be extracted by force. Collectively 1901 can't be called modest, but individually they are painfully afflicted—at least Boston-way.

Mrs. Norman W. Bingham (Ethel Stetson) is very busy with her three daughters but finds time to do a little welfare work in West Newton in connection with a Mothers' club.

Marjorie Bouvé, ex-1901, resigned from her position in the East Boston High School to become a director in a new school for physical education which is to supplement the work of the Boston Normal School of Gymnastics which has been absorbed by Wellesley. Four other graduates of the school are associated with her and this first year has been very successful. 1901 may remember that Marjorie stood best in the civil service test when she applied for a position in the Boston schools.

Ethel Brocklebank's father died February 21.

Charlotte DeForest has written a life of her father which has just been published by Fleming H. Revell. Her sister Sarah writes: "We all think it a pretty fine and a rather unusually written biography." The sisters were together for a few days in Kobe, early in the winter, as Sarah's younger son was ill and she had to leave China and spend the winter in Japan. She and both children have been in Tokyo, with her married sister Louise, 1907.

Ethel de Long was in Northampton for nearly a week late in February. She spoke at the college twice and to various organizations in the town and Mary Curtis had a 1901 tea for her.

Elizabeth Dike is teaching English at Miss Winsor's School in Boston.

Ellen Emerson is helping organize a Household Nursing Association under the Women's Municipal League of Boston. The object is to supply partially trained attendants at prices varying from \$10 to \$18 dollars a week. These attendants are under the supervision of a graduate nurse who visits them daily if necessary and helps them with advice and with the actual work. The attendants are supposed to be capable of doing the cooking and light housekeeping as well as of taking care of the patients.

Fanny Garrison is engaged in social service work in West Newton.

Ethel Howard is establishing herself as a ward boss in order to help the suffrage party. She still does some writing.

Mrs. Ray S. Hubbard (Anna Bradford, ex-1901) is keeping house for her family of three boys, and working for her B.A. degree by taking courses at Smith and at Boston University.

Julia Mitchell writes with joy of the Canton Christian College where she is teaching English and acting as librarian. To her observing eyes the greatest need in China to-day is a good school for girls which will train wives for the present generation of Chinese men who have absorbed so much western idealism and become so used to western ideas. She says she does not want to wait "until Sophia Smith is reincarnated!"

Florence Pooke is teaching history in Revere and is very successful in keeping her pupils' interest by the use of many pictures, diagrams, and outside illustrations. She took up history outside of college as she says she was always interested in it, while there were many things she knew that she would never know about unless she had to study them!

Maysie Simpson, ex-1901, finds time to do all the cooking and housework at home and to do lobbying at the State House for the benefit of the D. A. R. She is a strong anti-suffragist.

Leslie Vinal (our only M.D.) continues her work of following up cases among the mentally deficient.

Mrs. Henry L. Seaver (Sue Seaver) with her husband sails for Gibraltar June 6.

Louise Worthen has left her position as an expert chemist which she filled so successfully for eight years and is now interested in social service work among the criminal classes in Massachusetts.

Mrs. George B. Spalding Jr. (Emeline Palmer) is living in Key West where her husband has taken charge of the Congregational church there. She writes: "It will give more pleasure than I can express if any 'globe-trotting' 1901ers or other Smith people who may be passing through this 'Island City' will stop and see us."

BORN.—To Mrs. Nelson P. Brown (Margaret Tucker, ex-1901) a son, Nelson Pierce Jr. in February.

To Mrs. Philip Dana (Florence Hinkley) a son, Howard Hinkley, January 26.

To Mrs. Charles Bemis Gleason (Helen Howes) twin sons, Sidney 2nd and Donald, November 12, 1913.

To Mrs. Russell Cutler Low (Alice Prescott, ex-1901) twin sons born July 10, 1913.

To Mrs. Frederic Melcher (Marguerite Fellows) a son, John Fellows, February 22.

Mrs. Willis C. Hay (Mildred Dewey) is president of the Junior Suffrage League of Portland, Me.

Edith Tilden has been in Baltimore this winter.

Maude Miner spoke at the Alumnae-Student Rally in March.

Amy Ferris also spoke at the Rally. She had a room 18 x 24 as an exhibit at



the recent Woman's Industrial Exhibition in New York.

On February 28 she entertained 1901 at her studio at a picnic luncheon with Ethel de Long as guest of honor. The housewives were much exercised because Amy's studio has no stove, and were aghast at the mere thought of it when the sizable party was finally assembled; but the old maids, having much faith in their kind, never batted an eye. At intervals while a delectable luncheon was being served there were informal speeches. Pat told of her latest visit to Hamp and of the exciting fire in the Northampton High School which everyone attended in preference to vespers. Mabel Mead read letters from Sarah DeForrest and Julia Mitchell both from China, and Amy read one from May Lewis whom we had hoped might be present. After luncheon Ethel told some stories of "her people" and sang a couple of their songs to an accompaniment on the dulcimer—a most fascinatingly peculiar instrument now found only in the Kentucky Mts. and Shakespeare. 1901 then gathered around for a class-gossip pow-wow, for results of which see the *QUARTERLY* from now on.

ANNA THORNE.

### 1902

Class secretary—Mary P. Allison, 212 North 6 St., Allentown, Pa.

Mrs. Earl H. Brewster (Achsa Barlow) and her husband have rented for a year the villa on the Amalfi road that belongs to the Palazzo Rufolo in Ravello. The address is Minori, per Carosiello, (Salerno), Italy. She will be glad to see any members of 1902 or her other friends who may be taking the Amalfi drive.

Katherine Holmes is at the New York Nursery and Child's Hospital, in New York City.

Lillian Hull and Anna McClintock are studying at the Y. W. C. A. training school in New York City.

Helen Walbridge is studying in one of the New York Medical Schools.

Edith Souther is doing social center work in St. Louis in the public schools. She has six assistants, each one in charge of a school center and she acts as supervisor.

Laura Rogers is the head of the English department in the Warwick, R. I., high school.

BORN—To Mrs. Charles S. Fallows (Eda Bruna) in October 1913, a daughter, Elizabeth.

To Mrs. Percy Sacret Young (Grace

Mason) on February 21, a son, Thomas Rumsey.

To Mrs. George W. Pettingill (Ethel Stratton) on March 10, a son.

The secretary wishes to correct three errors which she has just noticed in the November *QUARTERLY*. Lillian Abell and Mrs. C. E. Gavier (Helen H. Atherton) are not ex-1902 but are graduates of the Music School. The name of Mrs. Howard's child born January 1913 should have been reported as Tasker Jr.

### 1903

Class secretary—Grace P. Fuller, 366 Whalley Av., New Haven, Conn.

Please notice, 1903, that the secretary's home address has changed.

Born to Mrs. Edward Stanwood Jr. (Marion Evans) on April 4, a daughter.

Bessie Mark's address has been found at last. It is Cyril Lodge, 26 Pembridge Crescent, Bayswater, London (W.), England.

Marie Oller received the degree of M.A. at Columbia last June. This winter she is teaching English in the Washington Irving High School in New York.

Fanny Hastings and her mother sailed on March 20 for Australia. They are to join Lucy in Hamilton, New South Wales.

Alice Smith Hepburn died suddenly of acute meningitis on February 26. She leaves two children, Barton, eight, and Jane, seven.

Clara Lynch has been promoted from assistant to instructor in zoölogy at Smith College.

Alice Murphy's address is Killam's Point, Branford, Conn., R. F. D. 1.

### 1904

Class secretary—Muriel S. Haynes, Augusta, Me.

Elizabeth Kemlo has returned from her trip to Cape Charles, Va., and resumed her church work at the Reformed Church of Harlem, New York City.

BORN.—To Mrs. Carl B. Leidersdorf (Elsa Levy) a son, Carl Bernard Jr. October 20, 1913.

To Mrs. Otis G. Pike (Belle Lupton) a daughter, Carol Edwards, December 15, 1913.

To Mrs. Lawrence A. Howard (Edith Bond) a daughter, Elisabeth, December 30, 1913.

To Mrs. John S. Harrison (Elisabeth Shepard Southworth) a son, Edward Woodbury Harrison, January 24.

To Mrs. Herman R. Blickle (Elizabeth Ryals, ex-1904) a son, Herman Renner Jr., January 10.

Harriet Chamberlin, ex-1904, announced her engagement February 1 to James Postlewait Robertson of Seattle.

#### 1905

Class secretary—Marie L. Donohoe, 37 Breed St., Lynn, Mass.

Chairman Publicity Committee—Bertha C. Lovell, 8 Wendell St., Cambridge, Mass.

#### *In Memoriam*

Mrs. Deming W. Isaacson (Helen W. Baine) died very suddenly at Los Angeles on March 20.

The B. I. 9's (1905 girls about Boston) hold occasional meetings. They have pledged a sum of money towards the decennial gift, which is making them "get busy." Lieber Percy, ex-1905, and Ruth Blodgett realized about sixty dollars towards the sum at two informal dances given at Brookline during the winter.

Theodate Burpee is teaching in the Gardner, Mass., high school.

Grace Clapp has all the work in botany in the Manual Training High School in Indianapolis.

New address.—Mrs. Robert Williams (Elizabeth Clarke) 8 Lake St., Brighton, Mass.

Elisabeth Creevey is leading a life more strenuous than junior year at college, painting about three hours a day, and taking six vocal lessons a week—just for amusement. She is planning to spend the summer and fall abroad, tramping and sketching in the Tyrol, with later some weeks of study in Sicily under Charles King Wood. She assures us that "the frantic pursuit of art is most entertaining and is to be recommended to all who have not achieved either matrimony or some other serious object in life!"

Clara Davidson will be in Pleasantville, Venango Co., Pa., after April 14. She is interested in an Immigration demonstration to be given next month, based on the Immigration exhibits and programs of the large missionary exhibits, "The World in Boston" and so forth.

Beatrice Flather, Mary Terrien, and Helen Norwell have been renewing their youth by presenting "Little Lord Fauntleroy" this winter, with Beatrice as Mrs. Erroll.

Mrs. James O. Foss (Mabel Chick) has entered into domestic struggles and bliss in a most attractive apartment at 226 Bay State Road, Boston. She is settled, even to the extent of plants in the dining room windows, and had two very charming At Homes in February.

Bertha Hackett is very busy with her work in the Newton High School library, her classes in College English, and her outside tutoring.

Mrs. Horace J. Howk (Lois Hollister) writes that Doctor Howk has charge of the Metropolitan Life Insurance Company Sanatorium, which was completed last fall for the care of its tuberculous employees. Address, Mount McGregor, Saratoga County, N. Y.

Although Mrs. John H. Lapham (Edna Capen) used to say that she would like plenty of boys and all boys, the appearance of Miss Julie Lapham, February 6, has somewhat altered her idea of what constitutes an ideal family.

Born to Mrs. Morgan B. Garlock (Jessie Sprague Girvan, ex-1905) at Utica, N. Y. a daughter, Eleanor Morgan Garlock, February 20, 1914. First daughter, and third child.

Mrs. Joseph L. Loeb (Elsie Rosenberg) has a son, Joseph Loeb Jr., born May 14, 1912.

Mrs. James Loomis's (Helen Bruce) husband is the Assistant Secretary of the Connecticut Mutual Life Insurance Company of Hartford. They have three children—Jane Bruce, nearly six, James Lee Jr., three in May, and a baby, Chesler Harger, born January 7.

Ruth Maxson is doing efficiency work in the grade schools in Plainfield, N. J. She attempts to see that each grade is brought to a certain definite standard in each subject taught in that grade.

Elsa Mayer sailed for Europe March 21 for an eight months' stay in Paris and Berlin. She will motor to the Italian lakes for Easter and through the Tyrol in August.

Mrs. Herbert R. Morss (Pansy Hill) writes that her son, Herbert Russell Morss Jr., born August 26, 1910, has never been announced in the *QUARTERLY*.

Mrs. Alger M. Powell (Elsie Mason) writes that she lives on a large fruit farm, and although she feeds the chickens and makes butter, she does not "board the hired men." She has two children, Mason and Townsend, who have both had the measles this winter. This last year Metta Hyde, Sara Lauter, Jo Webster, Alice Ober, Ruth Cook, and Alice Higbee, 1906, have all visited her.

Sarah Rees is living alone in a big old foreign house in Kanazawa, Kaga, Japan, as her colleague is on a furlough this year. She is having an interesting time trying to run a kindergarten and an embroidery shop (in connection with industrial mission work) and teach Bible classes and converse in Japanese all at once.

Mrs. Archibald E. Stevenson (Katherine De la Vergne) has a new daughter, Winifred Ewing, who was born December 3.

Edith Wemple has been visiting about Boston, Margaret Melcher being one of her hostesses.

Mrs. Chester Whitaker (Louise Dodge) has a second son, Spofford, born February 5. Her address is 34 South 10 Av., Mount Vernon, N. Y.

Katherine M. Wing has been bookkeeper in the Fort Edward National Bank for a year and a half. She is interested in Sunday School work, and is superintendent of the primary department.

There is another Jane Adams written in the book of fame, only this time she hasn't two d's, and she is famous because she is the daughter of Mrs. Francis Adams Jr. (Florie Bannard). She was born February 13.

Mrs. Wm. P. Armstrong (Rebekah Purves, ex-1905) has her fourth baby, a girl born March 14. The other three, Rebekah, Park, and George are seven, five, and four years old respectively.

More news of the class baby! Mrs. Chas. A. Barnett (Lucy Kurtz) writes that Nancy is a great help to her as well as a dear companion. Lucy teaches her herself, in a helter skelter sort of way, be-

tween the finishing of her morning work and the preparations for lunch (they are so far from town that she cannot go to school).

## 1906

Temporary class secretary—Catharine A. Mitchell, Riverside, Ill.

The address of Frances Rockwell is wanted.

Louise Bodine is engaged to Dr. Harold W. How of New York.

MARRIED.—Carrie Carswell McKay to George Pattison Crema on July 26, 1913 at Addison, N. Y. Her address is 412-11 St., Ocean City, N. J.

Alice Faulkner to Walter Elbridge Hadley, on September 10, 1913. She is living at 518 Parkway Drive, Fairfield, Ala.

Elizabeth Louise Roberts to Arthur Graham Browne on September 6, 1913. She has been at home since December 1, at 1115 North E St., Tacoma, Wash.

Mrs. Fred Hirschhorn (Hannah Scharps) has a daughter, Rose, born on Thanksgiving Day, 1913.

Mrs. Herman A. Spoehr (Florence Mann) has a son, Alexander, born August 23, 1913.

Mrs. W. V. Morse (Edna MacRobert) has a daughter, Olive, born in July, 1910; and is living at 410 North E St., Tacoma, Wash.

Mrs. John Clifford Gray (Odilee Burnham) has a son, Edward Edgecomb, born September 4, 1913. Her present address is College Green, Annapolis, Md.

Mrs. Kinsley Wilcox Slauson (Janet DeWitt) has a daughter, Janet DeWitt, born on November 30, 1913.

Mrs. L. L. Moore (Ella Dunham) has a daughter, her third child.

Mrs. Frank Cheney Farley (Eloise Beers, ex-1906) has a third daughter, Katharine, born December 3, 1913.

Mrs. Hugh McLean (Rosamond Denison) has a second daughter, Barabel McLean, born July 28, 1913.

Mrs. H. H. Ballard Jr. (Alice Barker) has a child, Olive Barker, born July 4, 1913.

Pauline Sperry received the degree of Master of Science at the University of Chicago in March. The subject of her



thesis was "The Theory of a One to Two Correspondence with Geometrical Illustrations."

Harriet Berry sailed for home on April 4, from Palermo, Sicily.

Mrs. N. R. Brooks (Esther Porter) is now living at 2620 Lake View Av., Chicago, Ill.

Mrs. F. R. Hewett (Alice Mitchell) is now living in Ritzville, Wash.

Sarah Bartlett is an assistant in the Free Public Library of Concord, Mass.

Betty Amerman is taking the post-graduate course for nurses at Teachers College, New York City, in Public Health Problems.

Clara Hallock is at 227 S. Cherry St., Galesburg, Ill., as secretary of the Knox County Associated Charities and superintendent of the Association Home.

Marion Dodd has resigned her work with the American Vigilance Association, and is busy at Columbia. She had a most amusing party on December 29.

Helen Pomeroy says: As we entered we were greeted by a red notice for a Rally Song practice, hanging on the newel post as of old. There was a bulletin board covered with basket-ball pictures, programs, clippings, and a 20 Belmont "gist book," and there was a prize for the person who could name the largest number of people in the Freshman class picture. It meant something to disentangle even your best friend from her ten-inch hair-ribbon. At luncheon there were lions for place cards, and much red, of course. Three guests, Mary Wham, Florence Harrison, and Louise Bodine added surprise to the party. Others there were Abby Mead, Caroline Hinman, May McCurrach Keiser, Marguerite Dixon, Louise Ryals de Cravioto, Clara Porter, Caroline Bacon Atkinson, Mary Murkland, Marion Keeler, Helen Pomeroy and Lillian Dutton.

Lucia Johnson is thoroughly interested in her work with the Home-Finding Department of the Cleveland Humane Society.

Eleanor Fox is teaching in the high school at Keene, N. H.

Amy Maher is president of an association for the prevention of tuberculosis in Toledo.

Josephine Weil has in the QUARTERLY her advertisement as a dealer in hand-woven textiles with a studio at 238 West 51 St., New York City.

Florence Root is appointed assistant in Latin at Smith College.

Mrs. Clyde L. Eastman (Mary Holmes) is spending this winter in Fairbanks, Alaska, and tells a most fascinating story of the "lure of the North" as part of her life as the wife of an army officer. Our class baby is well and happy and looking forward to 1916!

#### 1907

Class secretary—Virginia J. Smith, 123 Troup St., Rochester, N. Y.

MARRIED.—Louise Hyde DeForest to Robert K. Veryard, December 3, 1913, at Kyoto, Japan. Address, Care of Chinese Y. M. C. A., Tokyo, Japan.

BORN.—Mrs. Paul Roberts (Marion Legate) has a daughter born April 1913.

Ray Sheldon is teaching in Tacoma, Wash.

#### 1908

Class secretary—Mrs. James M. Hills, 135 Prospect Park West, Brooklyn, N. Y.

MARRIED.—Ruth Dunbar to Edward Mayo Tolman, January 17. Address, 1028 Cathedral St., Baltimore, Md. Mr. Tolman is Assistant Engineer with the State Board of Health of Maryland.

Florence Adelaide Haws to William Strobridge, February 7. Address, River-ton, N. J.

Margaret Appleton Kingsley to Omera Floyd Long, February 3.

On August 14, 1913, Ethel A. Farrill to Sigmund Adler. Address, 638-4 St., Ishpeming, Mich.

Margaret Clark Rankin to James Madison Barker, April 13.

Edith Marion James to Samuel Frederick Monroe. Address, 75 School St., Manchester, Mass.

BORN.—To Mrs. Roland T. Will (Gretchen Moore), a daughter, Jean, March 6.

Mrs. Frank Walter Van Kirk (Vera May Wilcox, ex-1908) has a son, Frank Walter Van Kirk Jr., born February 1.

To Mrs. W. R. M. Wharton (Grace Christian), a second daughter, Lucy Martin Wharton, on February 20.

Mrs. Roswell Davis (Helena Stone) has a son, E. Dane Davis, born January 6.

CHANGES OF ADDRESS.—Mrs. Paul J. Somers (Blanche Batson), 970 N. Michigan Av., Pasadena, Calif.

Mrs. Barrett H. Witherbee (Edna L. Schell), 234 West 44 St., New York, N. Y.

Mrs. Henry Seymour Belden Jr., (Katherine Dewalt Barber), 131 Eleventh St. N. E., Canton, O.

Charlotte Cumston, 40 Haws St., Brookline, Mass.

Mrs. E. Mark Evans (Nannie Louise Morgan), Dingle Pl., Normal, Ill.

Elizabeth Bliss is secretary of the Girls' Protective Leagues of New York City. Address for the year, Russell Sage Building, 130 East 22 St., New York, N. Y.

The addresses of the following non-graduates are wanted by the secretary: Florence Hull, Louise Cuyler Shaw, Jennie Mildred Harper, Florence Ellen Hastings, Virginia Keith, Vera Godfrey, Leonora Perry.

### 1909

Class secretary—Mrs. Samuel B. Wardwell, 156 Clinton St., Watertown, N. Y.

#### REUNION NOTICE

Do you remember the startling purple unicorns that lined Elm St. from College Hall to Miss Maltby's last June? Can you imagine how much finer the flapping yellow Juju Birds will look adorning the same posts this June? 'Nuff said. The QUARTERLY space is limited, and I must hasten to state facts. Behold them alphabetically arranged!

1. Almost 100% of 1909 is to gather together from June 12 to 15 inclusive to celebrate a joyous fifth reunion.

2. Before this time class taxes must be paid to Jane Wheeler O'Brian, *treas.*, 113 Anderson Pl., Buffalo, N. Y. Then class supper on June 13 and costumes will be free.

3. Collect your baby's pictures and all others of interest, ready to send them to Olive Fobes.

4. Do not wait to hear new music, but write songs at once, and send them to Leola Leonard.

5. Engage your room-mate; write a check for \$4.00 and send it, with room-mate's name and her check to Elizabeth Allison, Paradise Rd., at any time after April 25, to secure a room in the '09 house (Miss Maltby's). Applications will be considered in order of arrival, but each must be accompanied by the \$4.00. This is in payment of room from June 12 to 15 inclusive, and will be returned if original sender cannot be present, and someone is found to take her place. Meals are not included.

6. For dramatics tickets write to Miss Snow, 184 Elm St.

7. Give up a new spring hat if necessary, but do not give up *fifth reunion*.

Remember, there can never be another (5th), and 1909 is calling you. Her yellow line must be happier, longer, and more loyal than ever before. That means that everyone must make an effort, but who is there who is not willing to try?

MARRIED.—Gertrude Gerrans to Charles W. Pooley on January 17. Address, Linwood Terrace, Buffalo.

Elinor Gertrude Scollay to Lieutenant Reuben Burton Coffey, of St. Joseph, Mo. on February 2. Mildred Lane was maid of honor. Address, The Sherwood, Philadelphia, Pa.

Jean Challis MacDuffie to George Donald Pirnie on March 28. Address, 112 Magnolia Terrace, Springfield, Mass.

Alice Woodruff to Donald Denison Willcox on April 4. Address, after September 15, 97 Linden St., New Haven, Conn.

BIRTHS.—A second baby was born to Mrs. Wilbur Van Evera (Hazel Payne) on December 24.

A daughter, Elinor, was born to Mrs. Harry F. Cole (Mabel Fillmore) on December 29.

A son, Richard, was born to Mrs. Frederick G. White (Harriet Webber) on March 8 in Hong Kong, China.

Catherine Horne has announced her engagement to Joseph Lawrence Burns.

Olive Fobes is spending the spring in Rome, Italy, with her brother who is studying in the Vatican library.

The permanent address of Mrs. Robert P. Trask (Evelyn Smith) is North Wilbraham, Mass.

Mrs. Naboth Hedin (Florence Benedict, ex-1909) sailed on March 5 with her husband for a trip through Norway, Sweden, and Germany, before taking up their residence in Paris where Mr. Hedin is to have charge of the office of the Brooklyn Eagle. Their address will be 53 Rue Cambon, and Florence hopes that no 1909 friends will go through Paris without seeing her.

On February 7, occurred the death of Edith Hatch Rucker, in Manila, P. I. She was married on July 1 in San Francisco, and went at once with her husband, Lieut. Wm. H. Rucker, of the 2nd Field

Artillery, to the Philippines. 1909 will miss her sadly.

### 1910

Class secretary—Mrs. Charles N. Waldron, 14 Parkwood Blv'd, Schenectady, N. Y.

BIRTHS.—February 28, Barbara Bartlett to Mrs. L. V. Bartlett (Elsie Hastings).

November 11, 1913, Elizabeth Jean Doyle to Mrs. E. C. Doyle (Elaine P. Gray).

ENGAGEMENTS.—Ruth Tuttle to G. Fessman High, Brown 1911.

Marjorie Lathrop Browning to Dickson Hammond Leavens of the Yale Mission, Changsha, Himan, China.

Ida Andrus is a student at the School of Philanthropy, New York, N. Y.

Helen Bigelow and Mildred Perry are spending three months abroad. They plan to be back in Northampton for reunion in June.

Marion Booth is a settlement worker at South End House, Boston.

Elise Bradford is doing decorative house furnishing with R. G. Paull, 155 Franklin St., Buffalo, N. Y. She recently had charge of an exhibition of Interior Decoration at the Buffalo Guild of Allied Arts.

Katharine Browning is taking a secretarial course in New York City.

Anita Burleigh is secretary to the Editors of the *Congregationalist* and *Christian World*.

Edith Carson is substitute teacher of algebra; high school, Schenectady, N. Y.

Helen Denman is teacher of English and history in the Charlton School, New York, N. Y.

Marion Dwight is a student at New York University, School of Commerce, Accounts and Finance.

Elizabeth Eddy is office manager, advertising department, Curtis Publishing Co., Boston.

Marion Frederickson is reviser in the Library School, University of Wisconsin.

Helen Hemphill is translator and stenographer in the Engineering Department (Information branch) of Western Electric Co.

Alice Howe is teacher of Müller-Walle System of Lip Reading for Adult Deaf, Buffalo.

Carol Park is teacher at the Kimberly School, Montclair, N. J.

Azalia Peet is Conference Superintendent of Young People's Missionary Work (Methodist).

Mr. and Mrs. Walter T. Wells (Mary Peterson) spent last summer touring Europe, Egypt, and the Holy Land and are at present in Denver, Col. They do not expect to return to the Philippines.

Aldana Quimby is student of Law, New York University.

Gertrude Robinson is teacher of English, at the high school, Carthage, N. Y.

Alma Rotholz is a senior at Johns Hopkins Medical School.

Sarah Schenck is assistant cataloguer in the Library, Princeton University.

Anna Sigafus is teacher at Benjamin School for Girls, New York, N. Y.

Mrs. E. H. Acton's (Yeoli Stimson) present address is Shawinigan Falls, Quebec, Can.

Elsie Sweeney is student of music, Berlin, Germany.

Marjorie Talbot is student of poultry and fruit, Massachusetts Agricultural College.

Mabel Van Deusen is computer at Mt. Wilson Solar Observatory.

Clara Van Enden is a student at School of Philanthropy, New York, N. Y.

Louisa Van Wagenen is student at National Academy of Dramatic Arts.

Marion Webster is student at Simmons College, secretarial course.

Elizabeth Wright is secretary of the Girls' Department, Y. W. C. A., Erie, Pa.

Beulah Cole spent last summer traveling in England, France, Switzerland, Germany, Belgium, and Holland. This winter she has charge of the physiography department of the new Julia Richman High School, 60 West 13 St., New York.

DIED.—Kate Keith Beeken on March 26.

### 1911

Class secretary—Margaret Townsend, 54 Myrtle Av., Plainfield, N. J.

1911 One and All!

Do you know that June means our Third Reunion and that 1911 is planning for the best one so far? Come early and stay late! From the Senior Sing on Wednesday, June 10th, until our Class Supper



the following Tuesday night you are promised the Time of your Lives.

Drop everything and hie yourselves Northampton-wards for even one of those golden days.

Rooms have already been reserved, all up and down Belmont Av. and Vicinity. Let each 1911er appear leading another by the hand.

Our Second Reunion was better even than our First—what will our Third be like?

ENGAGED.—Marion Ditman to Fred-eric Baylis Clark.

Clara Franklin to Enos S. Stockbridge of Baltimore, Md. Mr. Stockbridge was Amherst, Chi Psi, 1908.

MARRIED.—Elizabeth Faber to Giles Keithley of Peoria, Ill.

Marjorie Gilmore to Carleton E. Power on November 27, 1913. Marie Freund was maid of honor. Permanent address, 201 East Jay St., Ithaca, N. Y.

Dorothy Hickok to McClain Reinhart on February 11.

Rebecca Smith to Buckingham Chandler of Chicago on February 21.

Alice Thompson to James Swasey Currier on February 21.

Florence Watters to the Rev. Clyde Bronson Stuntz on November 25. Mr. Stuntz is the son of Bishop Stuntz of South America. Present address, Farley, Iowa, but after two years they expect to go to India as Foreign Missionaries.

BIRTHS.—Mrs. Fred Biele (Bertha Bender) has a second daughter, Thelma Irene Elsa, born October 11, 1913.

Mrs. Amos Rogers Little (Eddy Hilburn) has a second daughter, Mason, born November 30.

Mrs. Alexander Timm (René Hubinger) has a son, Alexander B. Timm Jr., born December 26.

Mrs. William R. Wells (Mildred Plummer) has a son, William Edward Wells, born February 10.

Mrs. Park West Allen (Dolly Searle) has a daughter, Margaret Louise, born October 26, 1912.

Dorothy Abbot's father died in March.

The address of Mary Bates (Mrs. Roger Hinds) is 31 Washington St., E. Orange, N. J.

Jessie Bishop is Reference Librarian in the State Library, Springfield, Ill.

Marguerite Bittman was ill last November and she has been recuperating ever since. She is planning some dramatic work for this spring and will drill and produce two amateur plays for charity.

Olive Booth has been doing volunteer work for the Child Federation of Philadelphia, and visiting in Boston.

Gladys Burgess Clifton is living at the Naval Hospital in Brooklyn where her husband is surgeon. She is hoping to bring Miss Margaret Lee Clifton aged six months back to reunion!

Lesley Church when last heard of had left Newton for 3334 Holmes St., Kansas City, Mo. Where next, Lesley?

Augusta Evans is still assistant in the Agricultural Extension department of the Univ. of Illinois, and, backed by the State Federation of Woman's Clubs has been starting social and recreation movements. She has finished a circular on Testing Seed Corn and Clover Seed in the Rural Schools, also one entitled "The Illinois Way of Growing Flowers" (written under the direction of a former editor of *Country Life in America*).

Ruth Griffith Pinkham and Mr. Pinkham sail April 19 for Holland, England, and Scotland. Ruth writes, "We'll do our best to return in June."

Paula Haire, besides announcing her engagement, has been acting as accompanist for Mme. Jane Osborn-Hannah of the Chicago and Philadelphia Grand Opera Company. She is going abroad with Mme. Hannah in May.

Angela Keenan's address is now 38 Aldrich St., Roslindale, Boston.

Lena Kelley is chemist for the General Chemical Co. at Laurel Hill, L. I. Address, 645 Greene Av., Brooklyn, N. Y.

Edith Lobdell has just had two songs published by the Willis Music Co. "If Love Were What the Rose Is" and "In the Forest." After helping get Becky Smith married she went to San Antonio, Texas, "for a rest."

Mary Mattis has been going around the world since last fall, with her Uncle, Mr. William McKinley.

Mary McCarthy is teaching in Derby, Conn.

Dorothy Pearson Abbott is busy mak-

ing plans for our 1911 class supper next June.

After taking a training course with the Associated Charities of Pittsburgh, Sophronia Roberts has organized and is now running the Pittsburgh Clearing House of Charitable Information. She has her own office and three workers under her.

Margaret Russell is teaching 4th grade in the Portland Academy.

Peg Shoemaker is convalescing from an attack of scarlet fever. She has been doing volunteer work for the Child Federation of Philadelphia, and teaching gymnasium.

Winnifred Wentworth is bookkeeper for her father.

Katherine Wilbar has been visiting Emily Hix Faber, Elizabeth Faber Keithley, and Merle Shidler.

Marian Yeaw sailed for Porto Rico, March 14, with her father and sister, to be gone three weeks. She has been at home all winter acting as Chairman for the East Orange Day Nursery and as innumerable treasurers!

#### Ex-1911.

BORN.—Mrs. Howard B. Snow (Alice Peck) has a son, Richard Birney, born February 15. Her daughter Nancy is now almost two years old.

Mrs. Herbert Woodward (Ethel Warren) has three children. Margaret, born April 17, 1911; Warren Morris, born May 13, 1912, and Ruth, born September 19, 1913.

Married.—Clarice Taylor to Robert M. Williams of Rochester N. Y. on March 17. Address, 982 Harvard St., Rochester, N. Y.

Mrs. Edward Kidder (Marjorie Clutia) is going to bring all three of her children to Reunion. She has the oldest girl in our second generation—(four years, last July).

Marguerite Sexton has been studying music, millinery, and cooking this winter. In February she and Gertrude sailed for Europe where they will tour in their own car through Italy, France, Switzerland, Germany, and England, returning home in July.

#### 1912

Class secretary—Mary Clapp, Hotel Somerset, Boston, Mass.

MARRIED.—Mary Jackson Butler to Chester William Wright on January 20. Grace Butler, 1908, Ada Carson, Hester Hopkins, Margaret Burling, 1912, Miriam Howard, ex-1912, Mildred Bartle, 1913, and Mary Fisk, ex-1913, were all in the bridal party.

Carolyn Ward to Dr. Harry W. Ingling on February 11. Address, 51 West Main St., Freehold, N. J.

Theo Gould to Raymond Davis Hunting on March 31. Jane Fink was maid-of-honor and only attendant. Address (after May 1), 41 Long St., Allston, Mass.

Rose Colcord, ex-1912, to Richard Nicks Weibel on January 21. Address, Clairton, Pa.

ENGAGED.—Ethel Curtiss to Alexander Davis.

Alice Sawin to Irwing Gilman Davis.

Helen Marcy to Oliver Lombard.

Emily Auten, ex-1912, to Raymond Zabriski Clarendon.

BORN.—To Mrs. Francis Berry Davis (Patty Wescott) a daughter, Elaine Seymour, on February 13. Farewell, Wisteria Unicornine! You were all very well in your own way, but it could not be forever!

To Mrs. William F. Zimmerman Jr. (Sue Phelps) a son, William Frederick Zimmerman 3rd, on March 9.

To Mrs. Winfield Cory Potter (Ruth Riley, ex-1912) a daughter, Dorothy Frances, born January 30.

An unfortunate mistake was made in the last number of the QUARTERLY in regard to the announcement of Henrietta Dana's wedding. The news came to the QUARTERLY as published but the wedding has not occurred. It is now set for April 25.

Margaret Ballantine is teaching in the high school at Stafford Springs, Conn.

Lesley Brower is busily at work with the Century Company in New York City.

Margaret Burling is teaching in the high school in Niagara Falls and living with Mrs. Wright, erstwhile Mary Butler. She writes regarding reunion, "I'll be there in 1915 surely; and you look around for a faded-out decrepit old lady 'with spectacles on nose and pouch on side' and you will find me!"

Gertrude Dunham is teaching German and Latin at Watertown, Conn.

Isabel Dwight is coaching basket-ball and other athletic games, teaching swimming, and doing secretarial work of a morning.

Helen Hancock is taking a two years' Interior Decorating Course in Chicago.

Gladys Palmer is teaching Domestic Science in the High School of Commerce in Springfield, Mass.

Edith Gray has departed on a tour around the world. She is to go to China, where she is to visit for some months, via Russia and Siberia; and will return by way of Japan and the Canadian Rockies.

Margaret Plumley, address 5314 Kimbark Av., Chicago, Ill.

Louise Naylor is working in the People's Settlement, 408 East 8 St., Wilmington, Del.

### 1913

Class secretary—Helen E. Hodgman, 314 East 17 St., Brooklyn, N. Y.

Greetings 1913—The time has come to think of the gathering of the Class. Every loyal member of 1913 is coming back to have the time of her life, and to make our first reunion the best in the history of our fair Alma Mater. You will see every one you haven't seen since last June, so begin to think about the railroad tickets.

MARRIED.—Florence Hirschmer to Paul M. Rosenwasser on February 9. They are to make their home in Cleveland.

Margaret Hawley to Rev. John Calvin Ely Jr. on March 23. They will live in Mineral, Wash.

Vera O'Donnell to Guilford Jones on April 13. They will live at 601 N. Cascade Av., Colorado Springs, after September 1.

Engaged.—Aline Smith to Harold L. Ballard of Chicago, University of Michigan 1912.

Anna Baily has started on a trip around the world with her father.

Wilhelmina Bray is acting as private secretary and bookkeeper for her father.

Gertrude Brintnall has been spending the winter at the "Hershey Arms", Los Angeles, Cal.

Ella Brownell is superintendent of the Pomfret schools.

Helen Donovan sails for Europe the first of April to be gone several months. She is planning to study in Berlin.

Janet Ford is a "resident at the Music School Settlement." Address, 55 East 3 St., New York, N. Y.

Miriam Ganson and Rhea Salmage sailed for Naples the last of February to be gone several months.

Grace Martin is teaching history and algebra in the high school in Hudson, Mass.

Hettie McConnaughy is teaching in the eighth grade in Pittsburgh. She writes she finds green wigs too expensive to buy with a school teacher's salary.

Ruth Ramsdell is studying stenography.

Gwendoline Moore is teaching French, Latin, three histories, and physical geography in a girl's boarding school. Address, 126 Oakland St., San Antonio, Tex. Frances Morrison has been visiting there also.

Margaret Romano is teaching in Scranton Public Schools. She is planning to take a course in Romance Philology and 19th Century History at Columbia this summer.

Elsa Schuh is teaching German at the Atlantic Highlands high school.

Helen Spring is stenographer in her father's office.

Olive Tomlins is teaching in Miss White's School, Concord, Mass.

Helen Weatherhead is tutoring and supplying in the Warsaw High School. She is staying in Dale, Wyo. County, N. Y.

Bessie White is at home doing "about the same things most of the girls do their first year." What are they?

Marjorie Willson is "general utility person" around White's School. Officially known as assistant in the English and history department. Address, White's School, Austin, Tex.

Faith Yeaw is teaching geometry, advanced algebra, physics, Latin, agriculture, and biology in Lyndonville, N. Y. "Variety is the spice of life they say."

Florence Geddes has been doing charity work in Toledo this winter.

Edith Warner is taking lessons at the Sargent's Dramatic School New York.

Louise Townsend Nicholl has a poem entitled "Song for April" in the April *Scribners Magazine*.



Emily Chamberlain is teaching English at the McDuffey School in Springfield.

Marguerite Haeske is secretary of the New York Smith Club and private secretary for Winifred Notman. Address, 177 Congress St., Brooklyn, N. Y.

Phyllis Fergus is planning to take an M.A. in music at Yale.

Margaret Adler is teaching civics at the Ethical Culture School in New York, N. Y.

Mally Lord is taking design at the New York School of Fine Arts and Applied Design.

Marion Storm and Helen Smith are taking a business course at Miller's Business School, 23 St. and Lexington Av., N. Y.

Maud Jaretski is doing volunteer work in the Employment Bureau of the Hudson Guild, New York, N. Y.

Dorothy Merriam is to be married on April 29, to Henry Abbott.

Helen Kempshall is doing volunteer Consumers League Work.

CORRECTION.—Clara Murphy's correct address is 43 East Canton St., Boston, Mass.

Ex-1913

Engaged.—Marion Foster to Abbott Allen, M. I. T. 1910. They expect to be married in June.

Elizabeth M. Green is taking a course of domestic art at Teachers College. Address, 501 West 120 St., New York, N. Y.

Helen Koehler is attending the University of Nebraska and will graduate in 1914. Address, 423 North 13 St., Lincoln, Neb.

Helen Wilson is studying illustration at the Academy of Fine Arts in Philadelphia. Address, 1800 Arch St.

Hilda Katz is doing volunteer social work with the Charity Organization Society in Baltimore.

Mrs. Clarence Von Tackey (Edith Hooper) has a son, Richard.

## NOTICES

### SPECIAL QUARTERLY NOTICE

*If you wish your July Quarterly sent to your summer address you must notify the business manager before July 10.*

All mail for the QUARTERLY should be sent to 184 Elm St., Northampton, Mass. Please send subscriptions to Miss Snow and material for publication to Miss Hill. Correspondence concerning advertising should be sent to Miss Edith E. Rand, 3 West 92 St., New York, N. Y.

The dates of publication are November 15, February 15, April 25, and July 25, and subscribers failing to receive their copies within ten days after these dates should notify the business manager as otherwise the editors cannot be responsible for the sending of copies.

Members of the Alumnae Association may combine their dues and QUARTERLY subscriptions in one check or money order.

The business manager asks for your coöperation in prompt notification of change of address. FLORENCE HOMER SNOW, *Business Manager*.

### ALUMNAE HEADQUARTERS

Each alumna returning for Commencement is requested to register as soon as possible in Seelye Hall and obtain tickets for collation, Baccalaureate, and so forth. Registration will open at 9 o'clock on Friday, June 12.

The postmaster asks each alumna to notify her correspondents of the street and number of her Northampton address at Commencement, in order to ensure the prompt delivery of mail. Any alumna who is uncertain of a definite address may have her mail sent in care of the General Secretary at Seelye Hall.

The General Secretary will be glad to be of assistance in securing off-campus rooms or

supplying information of any kind. Her services are at the disposal of all members of the Alumnae Association.

### WRITE AN ALUMNAE SONG

The Parade Committee is late with this notice as it should have appeared in the February QUARTERLY, but it now appeals to the alumnae to come to its aid and write an Alumnae Song—a good, rousing, swinging song to a familiar air to be sung out on the campus on Monday morning of Commencement. Think of the setting and think of your own feelings; and if you have never been back, think of what your feelings will be, and write the Best Song That Has Ever Been Written. A song that everyone will sing and shout and hum and whistle all through Commencement.

### WE WANT EVERY ONE TO TRY!

Make your debut as a song writer, or continue your triumphant career as the case may be. We expect great things from *everyone*, that is the point. Choose a well-known and a rousing air. Send the songs to the chairman of the Parade Committee, Mrs. Hamilton Gibson (Brooke vanDyke, 1904) Sheffield, Mass. before May 15.

### SENIOR DRAMATICS, ROOMS FOR COMMENCEMENT

Applications for Dramatics may be placed on file at the General Secretary's Office, 184 Elm St., Northampton. Alumnae are urged to apply for the Thursday evening performance (June 11) if possible, as Saturday evening is not open to alumnae, and the waiting list is the only opportunity for Friday. Each alumna may apply for only one ticket for Friday evening, but extra tickets may be obtained on a Thursday evening application. The prices of seats will range on Thursday from \$1.50 to \$.75 and on Friday from \$2.00 to \$.75. The desired price of seat should be indicated in the application. A fee of ten cents is charged to all non-members of the Alumnae Association for the filing of the application. The fee may be sent to the General Secretary at the time of application. Applications are not transferable, and should be canceled at once if not wanted. In May all those who have applied for tickets will receive a request to confirm the applications. Tickets will then be assigned *only* to those who respond to this request. No deposit is required to secure tickets, which may be claimed on arrival in Northampton from the business manager in Seelye Hall. Tickets will be held *only until 5 o'clock* on the day of the performance, unless a request has been received to hold them later at the theater.

By a vote of the Trustees of Smith College the available rooms in the college houses will be open to the alumnae at Commencement. The chairman of the committee in charge of the assignments is Dean Comstock, College Hall. Applications for campus rooms for the classes holding reunions should be made to the class secretaries. Rooms will be assigned to as many of these classes as possible in the order of their seniority. In view of the experience of the committee last year, no classes after the one holding its fifth reunion can be accommodated in the college houses. For the five days or less time the price of board will be five dollars. Alumnae to whom assignments are made will be held responsible for the full payment unless notice of withdrawal is sent to the class secretary before June 1. After June 1, notices of withdrawal and requests for rooms should be sent directly to Dean Comstock. Except in cases where payment to the class secretary has been made in advance, the five-dollar charge for a campus room should be paid at Miss Comstock's office, Number 2, College Hall.

### FELLOWSHIPS OF THE COLLEGE SETTLEMENTS ASSOCIATION

Three fellowships are offered in settlement training of \$400 each for the year 1914-1915. These fellowships are open to the graduates of the colleges coöperating with the Association in this offer, and will be awarded to the three candidates most nearly meeting all the requirements.

### REQUIREMENTS FOR APPLICANTS INCLUDE:

1. Work in Economics or Sociology during the college course (one year will be required; two are recommended);
2. Evidence of good general scholarship;
3. Satisfactory

references in regard to health, character, and special fitness for social work; 4. Preference on part of candidate for settlement work over other forms of social work, or intention to take up settlement work as a profession.

THE COURSE OF STUDY FOR THE YEAR WILL INCLUDE:

1. *Field Work*, which will consist of practical settlement work carried on under the direction of the headworker of the College Settlement, either New York, Boston, or Philadelphia, in which the fellow elects to reside.

2. *Lectures* at the New York School of Philanthropy, the Boston School for Social Workers, the Training School for Social Work in Philadelphia—or possible university courses.

3. Residence in one of the College Settlements will be required for nine months beginning not later than October 1.

Application, including full statement of qualifications, must be made to Miss Grace P. Fuller, 366 Whalley Av., New Haven, Conn., before May 1st.

## NEWS OF OTHER COLLEGES

### THE FIRE AT WELLESLEY COLLEGE

In the early morning of March 17 the College Hall of Wellesley College burned down. It seems fitting that an expression of the sympathy and admiration which the alumnae of Smith feel for her sister college should find place in these pages. Our sympathy is as profound as the calamity is overwhelming for College Hall to Wellesley represented what College Hall and John M. Greene Hall and Lilly Hall and the Library and five dwelling houses do to Smith.

Our admiration is equally unbounded, no less for the courage, coolness, and self-possession which was displayed at the moment of the catastrophe, but as well for the fortitude and efficiency with which faculty and students have met the emergency to the end that the college work and activities are to continue undelayed.

Wellesley is our largest sister college and our neighbor in the Commonwealth, and now, as in the past, we find in her renewed sources of inspiration and emulation.

ALICE TULLIS LORD PARSONS,

*President of the Alumnae Association of Smith College.*

### INTERCOLLEGIATE ALUMNAE ATHLETICS

A very unique and interesting enterprise has made its debut in New York during the past winter. Intercollegiate Alumnae Athletics were introduced, and have met with such success that they bid fair to become an important feature of the city's college alumnae life.

The need of Alumnae in business for exercise under congenial conditions was felt so keenly by a small group of graduates during the past winter, that the Barnard Alumnae Association appointed a committee to see what could be done in the way of organized recreation for college women. And this committee, even in its first winter of existence, has done a great deal to solve the problem.

The most important and popular of its undertakings thus far have been a series of indoor athletic evenings for college women, conducted throughout the winter at Thompson Gymnasium, Columbia University, and at the Central Park Riding Academy.

For a fee of five dollars, alumnae have had the exclusive use of the splendidly equipped, five-story gymnasium on Monday evenings from November until April. They have gathered there once a week from all corners of the city and its suburbs for basketball, handball, bowling, swimming, gymnastics, and dancing, and for two and a half hours have played at whatever appealed most to them.

The riding class has met on Friday evenings. A fee of ten dollars has given each member the privilege of eight two-hour rides, and this fee has included instruction. The work has been varied, and has included general riding, drill, polo, basket-ball on horseback,



and other simpler games. The first intercollegiate teams of polo for women, and of basket-ball on horseback for men or women, have been organized during the winter.

Although the Committee's plans were not advertised, almost 500 alumnae applied for membership in the indoor winter work. Such sweeping popularity had not been expected when arrangements for accommodations were made, and as a result only 175 members could be admitted. The final roll included alumnae from almost twenty colleges, among them Adelphi, Barnard, Byrn Mawr, Vassar, Smith, Mount Holyoke, Wells, Wellesley, Wesleyan, Goucher, Randolph-Macon, Oberlin, Brown, Elmira, Iowa State and the Universities of Michigan, Wisconsin, and Montana. Barnard leads in numbers and Smith is second, about one-fourth of the total. The 100 members of the Monday evening group alone represented classes from 1885 through 1913, and counted among their number an architect, an engineer, teachers, clerks, artists, social workers, musicians, private, social and executive secretaries, advertisers, literary novices, experienced editors, laboratory assistants, research workers, and others.

Extensive plans are under way for next winter's indoor work. There will probably be three general athletic evenings instead of one, with two other evenings given over to riding. The fear that even these accommodations will be insufficient to meet the demand is so great that alumnae are already sending in their applications for next October!

Plans for the spring and summer, though never attempted before, form an important part of the Committee's work, and include every possible form of outdoor exercise. Hockey, baseball, outdoor basket-ball, and horseback riding will hold sway on Saturday afternoons from April until the middle of June. And even more attractive arrangements are being made for alumnae whose work keeps them in the city during the hot summer season. The committee is planning some kind of big college party that will carry alumnae out of doors and out of town for every single week-end!

Each one of the Committee's activities has been and will be planned on a very inexpensive and economical basis, so that it need be out of no one's reach, and will be arranged outside of regular business hours. This is done because Alumnae Athletics are intended primarily for the college woman *in business*, who has so few other opportunities for athletic recreation and exercise in a city like New York. They enable her, no matter what her class, to find relaxation in the old college atmosphere of play, and offer her not only exercise, but new friends, new interests, and new associations.

LILLIAN SCHOEDLER (Barnard 1910, *Chairman*), 249 West 107 St., New York City.

## CALENDAR

- |       |  |
|-------|--|
| April | 15—Presentation of "Twelfth Night" by the Lend-A-Hand Club   |
| "     | 17—Lecture by Claude Bragden. Under the auspices of the Art Department   |
| "     | 18—Meetings of the Alpha and Phi Kappa Psi Societies. Wallace House Reception  |
| "     | 20—Lecture by the Reverend Henry A. Stimson, D.D. Subject: Some Modern Minor English Poets. Under the auspices of the English Department |
| "     | 21—Meeting of the Phi Beta Kappa Society. Address by Dr. Samuel McChord Crothers   |
| "     | 22—Open Meeting of the Alpha and Phi Kappa Psi Societies   |
| "     | 25—Open Meeting of the Philosophical Society. Address by the Honorable Bertrand Russell  |
| May   | 4—Lecture by Philip Churchman. Under the auspices of the Spanish Department  |
| "     | 9—Division B. Dramatics  |
| "     | 13—Junior Promenade  |
| "     | 16—Meetings of the Alpha and Phi Kappa Psi Societies   |
| "     | 20—Field Day   |
| "     | 23—Hatfield House Reception  |
| June  | 13—Alumnae Association Meeting   |
| "     | 14—Baccalaureate Sunday  |
| "     | 15—Ivy Day   |
| "     | 16—Commencement  |

THE SMITH ALUMNAE QUARTERLY

# COLLEGE YELLOWSTONE TOUR

## SUMMER OF 1914



FOR COLLEGE GIRLS—ALUMNAE AND FRIENDS

Six Weeks of Camping and Horse  
Back Riding. Previous knowledge  
of riding unnecessary.

The Yellowstone National Park and  
Jackson's Hollow.

For particulars apply to

LOUISE W. ROSSETER,  
Director of the Gymnasium, Smith College

DR. MARION E. LEEPER,  
41 Elm Street, Northampton, Mass.

THE SMITH ALUMNAE QUARTERLY

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6000 STUDENTS

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A three year course of study leading to the degree of Juris Doctor (J. D.) for college graduates. A choice of morning, afternoon or evening instruction.

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1. What is your idea of the meaning of "social work" and the business of the social worker?
2. State briefly what you understand by the following terms: Heredity, Juvenile Court, Capital (in the economic sense), Charity, Economic Interpretation of History, Defectives, Unearned Increment, Standard of Living, Probation, Death Rate, Environment, Instinct.
3. What kinds of facts (or statistics) are needed as a basis for social work?
4. Give a brief account of the industrial revolution, outlining social and economic problems to which it gave rise.
5. Describe some of the social problems that would arise through the location of a steel plant employing ten thousand men (about 50% of them unskilled labor) in the open country near a village.
6. What are the most important functions of the family as a social institution? What economic and social conditions are in danger of interfering with the continued performance of these functions?
7. What reforms in local government would further social welfare and why?
8. What social and economic conditions coming under your observation have impressed you with the need for social work, and what kind of social work do they seem to demand?
9. Of what practical use would a knowledge of psychology be in the treatment of a delinquent child?
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SAMUEL MCCUNE LINDSAY, Social Legislation  
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5. *Types of Social Work.* (Three hours) Various lecturers.
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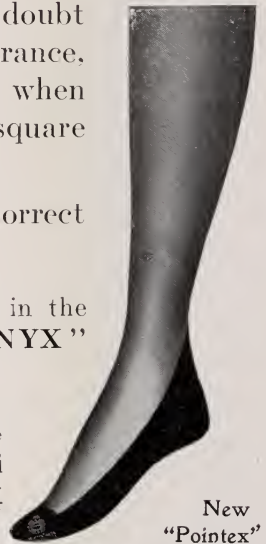
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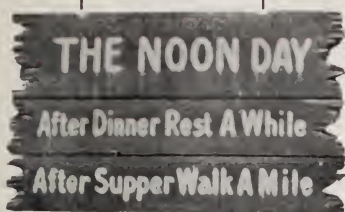
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# The Smith Alumnae Quarterly



Published by the  
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July, 1914

# THE SMITH ALUMNAE QUARTERLY

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(See pages 232, 250, 292.)



# The Smith Alumnae Quarterly

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VOL. V

JULY, 1914

No. 4

*Entered as second-class matter August 6, 1913, at the Post Office at Northampton, Mass., under the Act of March 3, 1879.*

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## THE ALUMNAE ART EXHIBITION

HELEN ROCKWELL MABIE

Miss Mabie was graduated in 1904. She has spent three years at the Art League in New York. Although the editors regret that ill health made it impossible for Miss Mabie herself to be one of the exhibitors, they rejoice in their own good fortune in securing from her this appreciative article.

It has been the habit of returning alumnae to think of their rôle at Commencement as an entirely frivolous one consisting mainly in packing four or five generally hot days as full of pleasure as possible. Whatever of serious work, domestic or otherwise, filled the rest of the year was to be forgotten as, clad in more or less beautiful class costumes, we marched about the campus singing, sometimes to the college and each other, but more often to ourselves. This year in the Alumnae Art Exhibition we have a new proof of our Alma Mater's interest in our more serious moments, and surely the hearty response of the alumnae and non-graduates to the request that they submit work for an exhibition of painting, sculpture, and artisan crafts, is a new proof of their loyalty to the college.

When the plan was first discussed during the winter it was feared that there might not be sufficient material but all such doubts were ended on the morning when the jury first met, for the large room in the Hillyer Gallery was lined five deep with paintings and there were also contributions of sculpture, interior decorating, jewelry and metal work, illuminating, weaving, and embroidery. Classes from 1883 to 1913 were represented and the jury considered that the work reached an unusually high average of merit.

The exhibition as hung fills two large rooms and gives a pleasant impression of well arranged space and comfort—the result of hours of forgotten toil by the hanging committee, which certainly deserves great credit and many thanks. The lighting of the pictures is not always perfect as only one of the rooms was designed for exhibition purposes.

The first impression made on the visitor was a general one of sanity and conservatism. Apparently the "turkey trotting" innovations in art have few attractions for Smith graduates for, while some of the work showed decidedly modern tendencies, there was nothing eccentric and every picture evidently belonged to its title. In fact most of the schools and influences of the last two decades, with the exception of the Cubists and Futurists, were represented.

Among the painters, portrait and still life work seem to have more followers than pure landscape though such generalization is dangerous and a careful computation of the catalog might disprove this statement. It is safe to say that with one or two exceptions the more ambitious work was indoor, while the out-door work was more sketchy in character and was apparently reserved for moments of relaxation.

To give any impression of individual pictures is, of course, impossible, but the temptation at least to speak of them is irresistible and particularly so in the case of Marion L. Pooke, 1905. Miss Pooke has held the Master's Studio at the Boston Museum of Fine Arts for the last year and is one of the few professional painters. One wishes that her lovely "Silhouettes" with its perfect feeling for light and value, might stay permanently where it is, as one of the pleasures of a prospective or retrospective visit to Northampton. Julia S. L. Dwight, 1893, sends one contribution only—a portrait of a young girl who looks straight at one from the dark browns of her canvas with all the solemnity of youth.

Louise Capen's landscapes disprove any sweeping generalization about the lack of serious landscape work. Her peaceful meadows with their blue hazy distance are suggestive of John Carlson's influence. Sallie Tannahill sends several pastel sketches. Helen T. Appleton's two sunlight studies are flat and decorative in treatment and full of light, as is Margaret Means' "Balloons." Harriet Stockton Kimball, 1899, sends two tree studies and a very decorative little girl by a window. Helen Durkee's three groups of miniatures are particularly lovely in color and her still life is a real painter's picture.

The sculptors are weak in numbers—there being only three—but so strong in ability that there is no impression of a one-sided exhibition. Alice Morgan Wright's work is represented by four things in the gallery and also by the bas-relief of President Seelye in Seelye Hall which will be a continual source of pleasure and satisfaction both for its intrinsic beauty and also because of its faithfulness as a likeness. Miss Wright's "Flood" has something of the spirit of the "Child's Garden of Verses" in its interpretation of the spirit of childhood, while "La Poursuite" is a very interesting study of rhythm and motion with Cubic tendencies. Blanca Will's small bronzes are beautiful not only in their own color, but also in their color suggestion and in their extreme simplification, particularly in the case of the old "Peasant Woman."

The applied arts were very well represented—witness the fact that of thirteen honorable mentions their followers carried off seven. A large case was filled with jewelry and metal work, while some very beautiful ecclesiastical silver by Emma Durkee, 1901, had a case by itself. The jewelry was decidedly interesting and unusual, particularly that of Margaret A. Blair, ex-1909, and there were also examples of illumination, weaving and embroidery, book-binding and wood-carving, and we may well be proud of our interior decorators of whom two received honorable mention.

The exhibition this year was, of course, an experiment, but it was so successful and aroused so much interest among the students, alumnae, and visitors, that it is sincerely to be hoped that it is only the first of many.

Dwight W. Tryon, Amy Otis, and Louis G. Monté acted as jury and honorable mention was awarded to

Margaret Blair '01	Faith R. Leavens '00
Louise Capen '91	Mally G. Lord '13
Emma W. Durkee '01	Marion L. Pooke '05
Helen W. Durkee '02	Louise D. Putnam '09
Julia S. L. Dwight '93	Blanca Will ex '04
Anna Harrington Green '95	Alice Morgan Wright '04
Bessie S. Lathrop ex '84	

The hanging committee was made up of Elizabeth T. Kimball, 1901, chairman, Julia S. L. Dwight, 1893, Florence H. Snow, 1904, Elizabeth Olcott, 1913.

## WHAT'S IN AN ABSENCE?

ADA L. COMSTOCK

The practice regarding absences which has hitherto prevailed at Smith College is stated thus in the bulletin containing information for entering students:

Every student is expected to attend all of her scheduled college exercises unless prevented by illness or other imperative reason. If necessarily absent for one day, excuse should be made to the individual teachers, but if absent for more than one day, the student should apply to the Registrar for an excuse. In case the student has been ill, she should bring to the Registrar a certificate from the College Physician, stating the cause of her absence. Absence from recitations, whether excused or not, may reduce a student's grade.

There are various theoretical objections which may be urged against this plan, and probably in a college of a different type—in a college for men, for example—it would not operate with success. At Smith College, however, it has secured in the main excellent results. Nevertheless, the very strength of such a system—its lack of definiteness and its consequent adaptability to the case of the individual student—came in time to be its weakness; and finally, through the Student Council, a request was formulated for a scheme of dealing with absences which should more clearly define the relation of absences to grades, and which should allow each student a greater measure of personal responsibility in determining her attendance at class.

This request was finally referred by the faculty to a committee of five, consisting of Miss Eastman, Miss Cutler, Mr. Abbott, and Mr. Hildt, with the writer as chairman. The first work of the committee was to attempt to discover the present status of attendance at classes in Smith



College, and to obtain from other colleges statements of their methods of dealing with this problem. The figures sent in by the members of our own faculty were extremely interesting. They showed that in the first semester of the past year, the average number of absences of each student from a three-hour course was a little less than two; that only seven per cent of the students had been absent five or more times in these courses; and that over a third of the students had had in their three-hour courses no absences at all. These figures, it should be added, took account even of such prolonged absences as are occasioned by operations and serious illnesses. The effect of these figures was to strengthen the committee in its desire to avoid a "cut system" and to guard against any decline from a standard on the whole so high.

After several months of deliberation, which included much informal conferring with members of the faculty and with individual students, the committee presented the following report. This report was tentatively adopted by the faculty, and was then laid before the students to determine whether it actually met the issues raised in their request. Upon their endorsement, the faculty formally adopted the plan, and it will go into effect next fall.

The aim which the committee had in mind throughout its discussions was, of course, to meet the request of the students without in any way lowering the academic standards of the College. Three specific ideas presently emerged, the first of which was that it would be wise to retain as much as possible of our present usage and tradition. There will still be, for instance, absences for which an official excuse may be presented, and absences for which the student assumes responsibility. Under the new plan, however, official excuses may be obtained only for necessary absences, the student herself assuming entire responsibility for absences of her own choosing. In the second place, the idea of discriminating between the social and academic aspects of absence from town commended itself to the committee, and resulted in the adoption of a registration system similar to the systems in use at Wellesley, Bryn Mawr, and Mount Holyoke. In the third place, the committee desired to emphasize as forcibly as possible the fact that all absence from class, whether unavoidable or voluntary, is harmful to scholarship; and with this idea in mind it formulated Clause B. The mathematical exactness of seven, five, and three may give rise to a suspicion that we have here something like a "cut system"; but a moment's consideration of the fact that both excused and unexcused absences are to contribute to these totals, and that unexcused absences may always "reduce the grade in such manner as the instructor may determine" should remove this impression.

The whole effect of the plan is to distribute among instructors, heads of houses, and students a responsibility which has to a considerable degree been concentrated in the central offices, and at the same time to supply those offices with information even fuller than they at present possess.

Unforeseen difficulties may become evident when the plan goes into operation, and modifications may perhaps be necessary. At the outset, the scheme has the inestimable advantage of the good will and thoughtful interest of the great majority of the members of the College, its officers, its faculty, its students. The report is appended:

### ABSENCE FROM COLLEGE EXERCISES

Every student is expected to attend all of her scheduled college exercises, and will be held responsible for the full content of each course of study.

A. Such absences as occur shall be dealt with as follows:—

Class 1. Absences on account of illness.

(a) The absence shall be excused upon the presentation of a signed statement from the College Physician. An alphabetical list of such excuses shall be kept in the Physician's office for easy reference.

(b) Members of the faculty shall honor these excuses for absence, allowing the student to make up work which has been missed, where the nature of the work permits it.

Class 2. Absences on account of illness of members of family or other serious trouble at home.

(a) The absence shall be excused upon the presentation of a signed statement from the Registrar. An alphabetical list of such excuses shall be kept in the Registrar's Office for easy reference.

(b) See (b) under Class 1.

Class 3. Absences at the beginning and end of vacations, and before and after holidays.

Every one of these absences must be accounted for by a signed statement from the Registrar or the College Physician. When these absences come under Class 1 or Class 2, the work may be made up as at any other time. When the absence is occasioned by some reason other than the reasons included under Classes 1 and 2, permission to make up the work missed may be granted at the discretion of the instructor. Absences of this last-named type will be allowed by the Registrar only for urgent reasons.

Class 4. Absences for other reasons.

The responsibility for all other absences rests entirely upon the student.

(a) No student may claim opportunity to make up the work missed.

(b) Absence may reduce the grade in such manner as the instructor may determine.

B. A student who has absences, whether excused or unexcused, numbering more than seven in a three-hour course, five in a two-hour course, or three in a one-hour course must apply to the Board of Class Officers for permission to enter the examination in that course.

C. Students coming under any one of the following heads will be required to present an excuse from the College Physician or the Registrar for every absence from class.

1. Students who at the end of the preceding semester have received an official warning or notice of deficiency.

2. Students in the Freshman Class who by reason of entrance conditions have entered on special probation.

3. Students who on account of social misconduct seem to require special supervision.

## ABSENCE FROM TOWN

1. (a) Students who are leaving town must register in the presence of the Head of the House, who is at liberty to inquire into the details of the plan. If any of its features seem to her unwise, she may refer the matter to the proper administrative officer. The registration blank must be so made up as to indicate the time of departure, the time of return, the student's address during her absence, and the name of the chaperon, if the occasion is one requiring chaperonage. Any failure to register in advance or to return at the time specified, or any inaccuracy in registration must be regarded as a delinquency.

(b) A record of *every* absence of this sort should be handed in at the Registrar's Office by the Head of the House, and should be preserved in connection with the alphabetical list of excused absences.

2. Chaperonage will be required as at present. In cases in which the student is attending social entertainments out of town, or games and athletic sports at other colleges, the chaperonage must be approved by the Registrar.

## THE SMITH COLLEGE LAUNDRY

RUTH COOPER

Miss Cooper was graduated in 1912. She has been good enough to inform herself concerning that very important department of college—its laundry—and here presents a review of its activities with some astounding figures which will make us more appreciative of the admirable manner in which the college is caring for this department of its domestic economy.

A laundry that washes twenty thousand pieces a week is no small affair. The Smith College Laundry does this and does it most efficiently.

There are thirty-five workers in the laundry besides the head. Three are men. One of these is an engineer; the other two manage the machines for washing, drying, and extracting. There are six women in the sorting department, three of whom sort the clothes as they come in and three as they go out. The others iron and do the straight flat work or mangling as it was once called. Several of the workers have been in the laundry over fifteen years.

The present head of the work, Mr. Marshall, who has had his position fifteen years, says that when he came there were only six houses whose washing the laundry handled and now there are eighteen. The laundry has been enlarged twice in that time. Eighteen houses means that the laundry of three houses must be done in one day. Northrup, one of the new big houses, takes much more time than Hubbard House. Three hours is about the time consumed in washing, ironing, and sorting ready to send back one of the washings of the larger houses. Half the dormitories send their bags Monday and half Thursday; the bags of the first half are sent off as the others appear.

The *modus operandi* is as follows: The bags are given to the sorters as they come in. These sorters see that the lists are correct and all the pieces marked. If pieces are not marked the bag may be sent back. Once the laundry marked the unmarked pieces but the girls either complained of the marking or left all their things to be marked so it was



found best to give it up. These sorters also put shirt waists and fine underclothes which might be hurt in the machines into bags which are not opened until they reach the ironers. This is supposed to keep the clothes from tearing. It probably does help somewhat. The clothes are put into different baskets by the sorters for there is the "clean white wash," "the dirty white wash," and the "flannel wash." The dirty white wash is washed with a soap with powder like pearline in it and is put through eight waters; the clean white wash has merely the soap without the powder and goes through six waters, while the flannel (and bath towel) wash has an ammonia soap.

There are four great washing machines and a new drying machine for the flannel wash. This new machine works like the washers except that the cylinder turns in hot air instead of water. This dryer was put in last summer at the cost of \$1,000 when the shower baths in the Gymnasium with their towels and sheets meant two thousand more pieces to be washed each week. Five hundred towels may be dried in this in thirty minutes. Bath towels, since they do not need ironing, are ready for folding when they come out of the machine.

"Extractors" are used to dry the white wash. These are large round pans with holes on the side which whirl about 15,000 times a minute. The clothes are thus soon dried and are then taken upstairs to be ironed.

Women do the ironing. For dresses there are large machine irons weighing thirty pounds. A woman can iron a dress in half an hour with one of these. In this same large room are the mangles or flat work machines of which there are two. At another end of the room is the sorting department where there are shelves on which the various individual piles are prepared for returning to the student. Each pile has its list before it and when a girl's pile is completed, it is put with the bag and is ready to be sent back.

Since the prevailing styles preclude the use of many petticoats the college has suffered a great financial loss for extra charge was made for ruffles and these appeared chiefly on petticoats. However, it makes something on its starch since now it is the fashion to have nothing starched. Little did we realize that fashions affected not only our purses but our laundries as well.

After Commencement there are three thousand blankets to be washed. The whole force is put upon them. Four hundred of these blankets can be hung up behind the laundry (not quite in Paradise). Last year all these many blankets were washed in four days.

The laundry is excellently arranged. The rooms are very large and well ventilated, many windows opening on all sides. Even on a warm day a breeze can be felt which is delightfully refreshing. The whole building is decidedly well groomed.

While it is probably true that the best laundresses in well-kept homes treat garments more tenderly than it is possible for the College machines to treat them, it is also true that the College is dealing with this enormous problem in an extremely efficient manner.

# AN ABSTRACT OF THE BACCALAUREATE SERMON\*

DELIVERED BY MARION LEROY BURTON, PH.D., D.D., LL.D.

## THE LIFE WHICH IS LIFE INDEED

An occasion such as this naturally and almost inevitably leads one to look at life as a whole. All of the elements are here which stimulate thought and incline one to serious meditation upon the meaning and values of life. To-day it is not difficult for one to become in very reality a philosopher, to struggle with the deeper problems of existence, and to formulate for himself an interpretation of the world. This statement does not apply alone to the members of this graduating class. Whether we are parents, friends, teachers, or students, we cannot come to this hour without instinctively lifting up our eyes and looking out over the world.

Consequently, I have selected as the text for our thought to-day a phrase found in First Timothy VI: 19, where we read: "That they may lay hold on the life which is life indeed." We shall endeavor to state briefly our conception of "real life." As the members of this graduating class turn their faces away from college toward the world, what are the essential qualities of life which we would have them endeavor to realize? How must they live if they are to "lay hold on the life which is life indeed?"

### *Social*

In the first place, the type of life which we are attempting to describe must be social. As we shall see in a moment, this term is used in its deepest sense. Perhaps it would convey our meaning more clearly if we should say that the person who lives this kind of a life is actually social-minded or thoroughly socialized.

As these students go out into the world, however, they will find themselves confronted by some very stubborn facts which will constantly tempt them to make their lives unsocial. At first they will discover that four years at college have tended to separate them into a class by themselves. The very fact that they are college women will lead the world to expect much of them and to regard them as highly-favored individuals. They will be confronted by the tendency to be interested chiefly in college graduates, to seek associations mainly with those of similar academic training and unconsciously to disregard the worth and value of other forms of experience. In short, for a time at least, there will be the temptation to exalt trivial differences into distinctive values and to fail in relating one's life to the great work of the world. Let no one misunderstand these assertions. They are not intended to quench college enthusiasms nor to stifle college loyalties. To be a graduate of an institution and to be lacking in allegiance to its ideals should be mutually exclusive possibilities. We are merely endeavoring to say that by virtue of her unusual training and equipment the college graduate will find herself at first somewhat out of touch with the rest of mankind.

\* The full text is to be published by the Pilgrim Press in the fall.

This fact, however, need not alarm her. Thousands of those who have gone before her have succeeded speedily in relating themselves intimately to the life of the world. Another stern fact which must be recognized is that the most persistent temptation for everyone, whether wise or ignorant, cultured or crude, Greek or barbarian, is the tendency to be essentially unsocial. There is no stronger instinct in man than that which makes him think first of himself. This instinct is absolutely fatal to a genuinely social life. It establishes the wrong center for the universe. It brings into the foreground that which belongs in the background and thus destroys the whole perspective of life.

A further fact which cannot be disregarded is found in the actual conditions which prevail in our social world to-day. We must remember that the person who is social-minded is concerned not merely about his own life, but the life of mankind as a whole. Wherever life is not so deep and rich as God intended it to be, there is a call for the person who is thoroughly socialized. The person who is actually social-minded must face to-day some very stern facts. So long as we are confronted by all the vital problems of industry, government, and education, there will be this crying need for the person thoroughly imbued with the social spirit and aglow with a devotion to mankind.

The real life therefore will possess a quality which means the speedy elimination of any possible academic narrowness, the gradual conquest of our native selfishness, and a continued attack upon all the social evils of our common life. That quality we have chosen to call social. It means that a person is in vital union with the whole outer world, that he is anchored and grounded in that which is outside of and beyond himself. He must in some way lose himself in the great needy world. "Except a grain of wheat fall into the earth and die, it abideth by itself alone; but if it die, it beareth much fruit. He that loveth his life loseth it." But in turn he that loses his own selfish existence in the endeavor to make life more abundant for others will know the life which is life indeed.

But by what concrete method shall he endeavor to relate this splendid vision to the stubborn facts of life? Real life under all circumstances means activity, toil, and struggle. "Not everyone that saith unto me, Lord, Lord, shall enter into the kingdom of heaven; but he that doeth the will of my Father." There is apparently no place in the world for the idle person. One cannot expect to find life in this or any sphere without doing something worth while. The person who is thoroughly alive can exclaim:—

"I ask no heaven till earth be Thine,  
Nor glory crown, while work of mine  
Awaits me here;  
When earth shall shine among the stars,  
Her stains wiped out, her captives free,  
Her songs sweet music unto Thee,  
For crown give Thou new work to me."

If these students are to lay hold on the life which is life indeed, they must come into working, vital union with the home, the community, the



world, and humanity. As Dr. Richard C. Cabot says: "But to get back into life, or to get into it for the first time (as many women have to) is practically what work means. For the world is primarily a working world. From the insects to the angels, creation hums with work." Life cannot be selfish. It must be social.

### *Sane*

In the second place, the type of life which we are endeavoring to advocate must be sane. But, alas, this is no easy task to-day. If in our endeavor to realize the social quality of true life we are confronted by difficult facts, we shall discover that the obstacles in our way as we try to be sane are even more serious.

First of all, there is the spirit or temper of the times in which we live. How can anyone really be sane in America to-day? We have gone mad in our search for whatever we may be searching! It makes little difference what the object of our endeavors may be. Whether it is wealth, fame, or education, we want to get it as quickly as possible. We are intemperate in our pleasure and in our work. As a consequence we are superficial in much of our thinking and living. He who proposes to live a sane life must reckon with the hysteria of our day.

It is unfortunate for our present purposes that the word which signifies the opposite of "sane" is "insane." Such a technical connotation attaches to that term that it almost excludes our use of it. We may agree to avoid this difficulty, however, by writing the word with a hyphen, and meaning by it simply "not sane." With this understanding we can say that the person who attempts to live a sane life in America must prepare himself to meet a strong tendency toward violent in-sanity. There is one very good quality about this phase of life. You can always recognize it when it appears. It rarely if ever parades under false colors. It stands out clearly and distinctly. In fact there are in it large elements of truth. Anyone who is thoroughly alive must at times find himself in hearty sympathy with many forms of this tendency. It is what we sometimes designate as radicalism. In many respects the radicals are a necessity for any true progress. Instinctively one feels thoroughly in sympathy with radicals and heretics. In almost every field of activity the heretics of one generation have been leaders of the next. But to-day we seem besieged by would-be reformers who are something more than radical. There is no occasion to be disturbed overmuch by some of the current demands for changes in our government. But what shall we say of those who are questioning all of our ideals and traditions of the home, who regard it as only one more lingering illustration of stupid conservatism and out-worn social organizations? While thoroughly in sympathy with the whole movement which is demanding and creating a new position for women, what shall be our reaction to methods and policies which result in the events to which England has been subjected in recent weeks? The person who proposes to be sane to-day must prepare himself to grapple

with a tendency in modern life which is manifesting itself constantly in new forms, and which may reasonably be characterized as violent in-sanity.

But there is a further fact which we cannot neglect. Violent in-sanity has its values. It stands for something. You can draw it out into the full light of day and battle with it. There is a more subtle and dangerous tendency to be recognized in quite the opposite direction. And here we do not begin an attack on the conservatives even in their most hardened forms. If we were at all justified in calling the other form violent in-sanity, we may describe this as a tendency to softening of the brain. Perhaps it is radicalism gone to seed. It may represent the person who has become thoroughly wearied with trying to be radical and has taken the final radical step of intellectual suicide. This is the person who has few or no opinions. He is so liberal that he has no clear ideas or firm beliefs. There is no cause for which he is willing to fight. He acquires his liberality of mind by the sacrifice of all clear distinctions. He imagines that culture must be secured at the expense of vital convictions. He enjoys breadth at the loss of all genuine enthusiasm. He sacrifices toleration to a pitiful and supine acquiescence in anything for which another may argue. This tendency to softening of the brain is doubtless the most treacherous enemy with which the sane person must contend.

In the light of these facts it becomes plain why it is so difficult to be sane. But the life which is life indeed is unquestionably sane. The sane person simply keeps his head. Possibly he can do even more by fulfilling Kipling's ideal of keeping "your head when all about you are losing theirs and blaming it on you." He is blessed with that rare gift which we have misnamed common sense. He is able to "see life steadily and see it whole."

Back of all these qualities lies the secret of them. It is largely an intellectual affair. Instead of being governed by prejudices and preconceived notions, the sane person constantly evinces a willingness to weigh the evidence in any given situation. He is seeking for the facts and not for the vindication of his own previous judgments. He does have clear ideas and opinions about many things; and firm convictions and strong beliefs about a few things. While he is open-minded he is not empty-minded. His sanity works itself out into the very spirit of his life and becomes a vital element of his personality.

But how shall anyone be sane to-day? Any method will involve the necessity of resisting our environment, refusing to yield to the mad spirit of our times, and insisting upon taking our own pace. No person is sane who attempts to do more than he can. Our age asks just that of everyone and the sane person denies the request. The sane life is not secured by a haphazard, automatic, ill-considered jumbling of all the varied elements which the world is hurling at us. In other words, the sane life involves conscious selection and elimination. No one can gather in all that life offers. Therefore the sane person meets the issue logically.

He himself decides the question rather than have chance decide it for him.

But we are living in a rapidly moving world. Life involves change. Stagnation means death. The person who expects to be sane must keep alive intellectually. Undoubtedly the sane person must study. The wise college graduate will continue to be a student and a scholar. He will become a clear, careful, painstaking critic of life. In other words, he will continue what college has begun. He will have opinions without being opinionated and possess convictions without being rabid. He will be sane.

### *Spiritual*

In the third place, and finally, the life which is life indeed will be spiritual. If life is to be thoroughly social and genuinely sane, it must be primarily spiritual. This quality was unquestionably uppermost in the mind of the author of our text. But here again we come face to face with obstacles so serious and forces so overwhelming that at times it seems utterly useless to endeavor to maintain the spiritual point of view.

Man brings with him as an inevitable part of his heritage from a long past, many instincts which naturally pull him downward. The Apostle Paul recognized the dual nature of man when he said: "For the good which I would I do not; but the evil which I would not, that I practice." To be sure the significant thing about man is that there is the upward reach as well as the downward pull, but the conflict is there. The person who determines to live spiritually must never forget that he is linked inseparably to "the body of this death."

Another very significant factor is the position which is accorded to religion in modern life. It is not the force which it once was. Multitudes of people to-day, and among them are numbered many who stand in the community for culture and high-mindedness, are practically ignoring religion. They have failed to become aware of the remarkable transformations which have swept over religious thought. If their attitude to religion as such is wholesome, they are inclined to pass by its organizations in silent disregard. Unquestionably the impression which any thoughtful observer of American life would receive is that religion, by large elements of our population, is not regarded as a significant element of life.

A further fact which renders the situation all the more trying is that our age is characterized by its undue emphasis upon external considerations. The spiritual forces are not only weak but materialism is strong. The wealth, the material comforts, the luxury, and the magnificence of our day are nothing short of astounding. These factors in themselves are not evil. They may be made the means to large and ennobling life. But prosperity lays heavy penalties upon us when luxury flaunts itself so persistently that spiritual ideals are completely submerged.

Such a tendency works itself into the deeper strata of our national life. It creates the inclination to substitute superficiality for depth, appear-



ance for reality, and popularity for worth. In other terms it creates tendencies which seriously undermine true integrity and stable character. It attaches undue significance to the things of sense and sets up a world of judgments which is utterly inconsistent with the life of the spirit.

It is in the presence of such dominant forces as these that we must lift up our standard of the spiritual life. It must be insisted that the life which is life indeed is, above all else, spiritual. It knows that whatever reality anything may possess depends entirely upon the soul that is in it.

True life is spiritual in the sense that it is an inner affair. It is character. "A man's life consisteth not in the abundance of the things that he possesseth," but in integrity, honor, humility, and service. The writer of the Book of Proverbs recognized this truth when he uttered the injunction, "Keep thy heart with all diligence, for out of it are the issues of life." The spiritual life is marked by purpose. It has all the inspiration which attaches to great ideals and pure motives. It knows that "man shall not live by bread alone." It understands why Jesus asked the question: "For what shall a man be profited, if he shall gain the whole world, and forfeit his life? Or what shall a man give in exchange for his life?" It is the very embodiment of love. It is full of loyalty and devotion to the great causes of the world. Its richest and most beautiful expression we find in Christ Himself. "In Him was life." He gave Himself in unswerving allegiance to the greatest of all causes, the kingdom of God. His uniqueness consisted in His relationship to the Father. This mighty fact leads us, therefore, directly to the heart of our problem which is that the life which is life indeed is spiritual in the sense that it is lived in God. In a word, true life is God-life. "In Him we live and move and have our being."

But again we must ask, how shall life become spiritual? By what method can we attain unto it? The answer is a very simple and a very practical one. We must make a place for religion in our life. One of the great functions of religion in modern times is to reestablish its sovereignty. No single group of people can be more potent in this regard than the graduates of our colleges. If life is to be real it must be spiritual. Religion must reassert itself and become one of the dominant features of our civilization. As George A. Gordon has said, "Religion must once more become our sovereign interest elevated through the richer culture, wider world, and severer discipline of our day."

But we may go a step farther and say that life must be made spiritual by finding a place in our thought and activity for the organizations and institutions which represent religion. If the spiritual life is what we have attempted to say it is, then man needs worship. Our generation has in a measure forgotten this truth. It has been so dazzled by moving pictures, grand opera, vaudeville, and drama that it has thought the church has nothing to offer. Our people in some way must be told that they ought to go to church. It arrests one's attention to read such words as these

written by a well known physician: "The church's answer is derided or ignored by a large fraction of us. But it is the right one; and we shall learn to listen to it or pay the penalty. Government does not rest ultimately on the consent of the governed, but on their conformity to the will of the world-spirit which makes and unmakes civilizations." Let us hope that as a people we shall not be forced back to God by bitter experiences through which we shall learn that true life must be spiritual.

*Address to the Graduating Class*

And now, members of the graduating class, my deepest wish for each of you is that you may lay hold on the life which is life indeed. The first time that you attended chapel here I spoke to you upon the subject: "Life at college," urging you to live a life of symmetry and growth. I remember with perfect distinctness the first time you met together as a class in old Assembly Hall. I spoke to you then upon the dangers, the demands, and the possibilities of a college course. All that I was speaking of that day has now passed into history. You have met those dangers and realized, I believe, many of those rich possibilities. Then the four years stretched far into the future. To-day they seem like a dream. Your parents and friends are saying to you that it does not seem possible that you have been here four years and are about to become a college graduate. I imagine that life as a whole produces the same effect. You look forward now to the years of life, assuming that the path is a long one and the destination far away. May it be so for each and all of you. But I am certain that the members of the first class which graduated here thirty-five years ago and are returning for their reunion will tell you that the years have fled just as quickly, and that it seems but yesterday that President Seelye was conferring degrees upon them. If this be true, then how highly significant is the command of our text to-day. If life is "only a vapor which appeareth for a little time and then vanisheth away" how eagerly you must lay hold upon the life which is life indeed. It will not thrust itself upon you nor come unbidden. You must lay hold upon it, you must seize it, you must struggle to obtain it. This is a law of all life. If you ask you will receive, if you seek you will find, if you knock it will be opened unto you.

I have told you to-day that the life which is life indeed is social, sane, and spiritual. Someone will say that I have told you to go to work, to continue your study, and to attend church. I am not unwilling that it should be expressed in those concrete terms. They may be possible methods for attaining true life, but the life itself is infinitely more than any means which you may take to secure it. I covet earnestly for you a life which is normal, varied, well-balanced, and harmoniously proportioned. I believe that such a life is at once social, sane, and spiritual. May each of you lay hold on the life which is life indeed. The Lord bless thee, and keep thee. The Lord make his face to shine upon thee, and be gracious unto thee. The Lord lift up his countenance upon thee, and give thee peace.

## THE ALUMNAE ASSEMBLY

Whatever did we do without John M. Greene Hall? Our feet take us nowadays quite as a matter of course to its friendly portals, and surely the time is not far distant when we shall feel as much at home in this spacious drawing room as ever we did in those never-to-be-forgotten days when all the family secrets were divulged as we ate our chicken and lobster salad in that mystic ring on the gymnasium floor. At any rate we were in our seats promptly at two-thirty on our annual "at home day," eager to sing Fair Smith under the leadership of 1913 who sat on the platform looking and sounding very much like a particularly animated flock of yellow canaries.

Mrs. Alice Parsons was our gracious hostess-in-chief and with her on the platform were many of the Smith family whom we desired especially to honor, foremost of all our beloved President Seelye and the class of 1879. Mrs. Parsons greeted us all most cordially as follows:

"One of the pleasantest instructions Miss Emerson gave me in her 'Complete Manual for Alumnae Presidents'—and this manual has been one of the many delightful ways in which she has helped me this year—was the rule which simply states, 'Welcome alumnae at Alumnae Assembly.' So I do welcome you all in the name of the Alumnae Association, and give especial warmth of welcome to the newest alumnae, the class of 1914. We can assure them that to be alumnae of Smith College is even better than to be students of Smith College, and one of the reasons for this is that it lasts longer. I feel somewhat as President Burton said he did at 'last chapel'—as if he were rising at his own table and welcoming his own family, for we all are hostesses to-day. This is our 'at home,' where we can speak the truth without fear of contradiction, that we look and are as young as we ever were. Truly, as a reunion song has it, 'We find them here, immortal, dear; the girls we used to be.' We are the same girls, as happy to be here as ever, as loyal to Smith College.

"I once heard a very delightful alumna refer on an occasion similar to this, to the Münsterberg test, that test for efficiency which demands that each person shall make sure, should he meet himself on the street, that he is the person whom he would pick out as the most competent person to perform his special task. Both our Presidents have more than met this test. Last year President Burton, the captain of the College, brought his ship into the happy harbor of the Million Dollar Endowment Fund. This year, a no less successful pilot, he will tell us of the smiling skies, the smooth seas, the reefs and storms if any there have been, and the rainbow harbors of the Fortunate Isles (and the fifteen dormitories) towards which he is steering his course."



As President Burton rose to greet us we could not but think of the song from Pinafore—rejuvenated for the rally—"And a right, good captain, too," and we are a bit proud to think that he belongs to us. After assuring us that it is an exceedingly difficult thing to make so many speeches at Commencement time to the same audience—and to be sure, we alumnae are not merciful when we come back home—he proceeded to regale us with an unusually interesting amount of family news. He said:

"The first thing that I want to speak of to-day is the new alumnae trustee. According to our new arrangement a new trustee is nominated by the Alumnae Association every two years to fill a term of six years instead of three as formerly, and this candidate is not eligible for immediate reëlection. She is also to tender her resignation to take effect at the time her appointment expires. Before I say anything about the new election I want to express our very genuine appreciation of the services which Mrs. Lucia Clapp Noyes has rendered the trustees through the past seven years. As was said at the meeting yesterday afternoon, she has been the personification of faithfulness, and has never hesitated to give of her time and interest for the best welfare of Smith College, and we of the Board of Trustees shall miss Mrs. Noyes as a member of that board. By the nomination which was sent to us through the secretary of your Association, the Board of Trustees elected Miss Marguerite Milton Wells of Minneapolis as Alumnae Trustee for the term from 1914 to 1920. From my experience with the alumnae in all of the large cities this side of the Mississippi, and some, I think, a little the other side, I feel confident that you have sent to us one of our most efficient alumnae, and welcome her to membership in our board.

"I should like to speak of a few changes in our faculty. On February 20, we received the resignation of Professor Charles Downer Hazen. I can do no better in expressing my own feeling and that of the trustees than by saying that the following resolution was passed.

Whereas, Professor Charles Downer Hazen, Ph.D., L.H.D., has tendered his resignation as Sydenham Clark Parsons professor of European history and as a member of the faculty of Smith College, and

Whereas, his resignation has been duly accepted by the Board of Trustees.

Resolved, That we express to Professor Hazen our very deep and genuine appreciation of the faithful, efficient, and valuable service which for a period of twenty years he has rendered to this college. As a teacher he has been virile and inspiring; as a scholar he has been marked by thoroughness and accuracy, and as a writer his work has been characterized by lucidity, comprehensiveness, and proportion. He has evinced rare qualities of imagination and genuine historical insight in weaving together in a thoroughly literary form the varied strands of a very complicated historical period. His "Europe since 1815" has been widely recognized as the work of a careful and painstaking scholar and has reflected distinct credit upon Smith College. It gives clear evidence that its author possesses the qualities and characteristics of a true historian. We therefore desire to convey to him not only our sincere appreciation of his service to this college, but to express our clear confidence that he will achieve distinguished success in a larger field of exclusively historical research in which he has announced his intention to

engage. Our sense of loss at his departure is in a sense compensated for by the belief that he will render, in the future, as an historical writer, great service to scholarship and education. Our most cordial good will and interest will follow him in the years to come, and we shall always recall with grateful appreciation the period of his service to Smith College.

Resolved, That these resolutions be spread upon our minutes and that a copy thereof be transmitted to Professor Hazen.

"Professor Pierce died on February 20 from pneumonia. The change came very suddenly to all of us, and was one which it was difficult for us to realize and to adjust ourselves to. I feel that I express the feeling of the entire faculty when I say that we regarded him as a man of great kindness of spirit and genuineness of character, one who possessed a peculiarly clear mind, and who in his teaching contributed very distinctly to the academic standards of this institution. There was held here during the year a very beautiful memorial service.

"The third change is the call of our Professor in Latin, Miss Benton, to be Professor of Latin and Dean of Women in Carleton College in Minnesota. I am obliged to confess that I am responsible for this for I introduced Miss Benton to President Cowling. It is with great satisfaction that I know Smith College is rendering this service to education in giving Miss Benton to Carleton, and much as we shall feel Miss Benton's loss here, I am glad for Carleton College and glad for the great cause of education that she is going.

"I have also to announce that Miss Julia Turner has, on her own initiative, resigned as head of the Lawrence House. We feel that the year has been eminently successful for the Lawrence House, and we regret losing Miss Turner. I will not take time here to mention the new appointments [See page 245, EDITOR'S NOTE], but there are twenty-seven new names in the last Courses of Study Pamphlet. I am going to read a few paragraphs from my first annual report concerning what I then thought—and still think—a working basis for promotion in the faculty.

The first and indispensable prerequisite for academic promotion is demonstrated ability as a teacher in the actual work of the class room. The chief emphasis is intentionally placed upon the teaching function for an undergraduate college. It requires not only a mastery of one's field, but a vital personality which commands the interest of the student. It involves the ability to create a wholesome enthusiasm—not mere popularity—for the work of the department. Vital efficiency as a teacher is the rarest quality in the educational world to-day. A second ground for promotion is the scholarly habit and method of work which results in occasional contributions in the form of articles for magazines of recognized standing in the world of scholarship and books in one's chosen field of thought. The time of the instructor in a college of Liberal Arts is so occupied with the routine duties of his task that he cannot be expected to evince the same productivity as a professor in the graduate schools of our large universities, but the fact remains that a proper utilization of the conclusions of his investigations may at times result in publication. While the absence of scholarly productivity must never be interpreted as the evidence of the lack of vital scholarship, its presence is a clear indication of the desire to be a true scholar and a contributor to the world's knowledge. A third factor concerns the part which a teacher takes in the life of the college. Smith College is something more than the work of its lecture halls. It has traditions and ideals, it possesses a spirit and an atmosphere

all of which go to produce a sum total which defies analysis, but which makes the college the potent force which it is. In proportion as a man or woman helps to create that atmosphere, to maintain those ideals and to develop those traditions, in that proportion is he or she of value to Smith College. A willingness, therefore, to carry some of the college burdens, to serve on its committees, to share in the solution of its problems, to contribute as one may of himself to the life of the college, this service must always be considered important in determining the academic status of a teacher. A fourth factor takes recognition of the length of tenure in office. By the very nature of the case, if other significant considerations seemed evenly balanced the teacher who had served the college through a longer period of years would deserve first recognition. It must be said, however, that length of tenure in itself, that mere time service, should not be considered a sufficient ground for advancement. It cannot be said with too great clearness that it is not supposed that every individual case can be judged solely by these standards. Personality can never be successfully measured by rules nor compressed into rigid and inflexible moulds. One teacher might produce no book, but be worthy of the highest academic recognition. Another might be a voluminous and accurate writer but be unworthy of the name of teacher. In the last analysis it becomes a question of personality but after the exceptions and irregularities are fully conceded there frequently remains a desire to know the general basis upon which academic promotion *might* be secured and for this reason these standards have been set down.

"Now for some things which I must speak of because they mean opportunity for you as alumnae. Very often I receive letters from secretaries of classes saying, 'Will you please tell us something that the College needs?' just as if these things were not perfectly obvious. They evidently are not. The first need is a new approach to this building. One of our trustees said to me one day, 'I want you to know that I would not have a walk like that to my barn.' I replied, 'Let us put another one here,' hoping that he would perhaps give five thousand dollars with which to do it. We are still in need of the new approach. It would be an appropriate gift for some class. Another thing in connection with this building is this. It was easy to attend chapel in the old College Hall, because the College bell was there. It would be peculiarly beautiful if we had here at John M. Greene Hall bells which could be used as chimes, and also be used each day as a chapel bell.

"We have no one on our staff who is working more for the College than Mr. Sleeper. He is delighted with the organ, but no man who is alive is satisfied with anything. Professor Sleeper wants two accessory organs. He wants one in the reception room back of this stage, to be used for the choir processions, and another one in one of the rooms at the back of the gallery, to be used as an echo organ. These two organs would become a splendid investment, because our students could practice on them. He has become so enthusiastic about it that the trustees yesterday voted that if anyone would give one of them, the trustees would pay for the other.

"Sooner or later we ought to have a campus fence which is in keeping with the dignity of the College, and there ought to be memorial gateways. We also need a splendid system of campus lights. We are more effectively lighted now than formerly, but the present system cannot be said to add to the architectural charm of the campus.



"There is always great need for scholarships and fellowships. This year we have turned away over seventy-five people from Smith College because of lack of these. We should establish a fund which would publish Smith College monographs.

"These are all smaller needs which I mention in passing to the larger needs of the College. The next building that we construct must be a Physics Laboratory. Then we must have an isolated Music Hall and an Infirmary, and all of the time we must remember that we must constantly be thinking of our residence problem. Sometime, somewhere, some of you are going to have a chance to turn in some direction large sums of money, and I hope you will remember that the interests and obligations of Smith College are such that you can never satisfy its financial needs.

"It seems to me that the most constructive thing that you have done as an Alumnae Association is to take definite steps for a general Alumnae Fund. I believe that the experience of other institutions proves that beyond all question, and therefore I hope that having found, through the Million Dollar Fund, that it is possible for us to achieve large results, we shall reach that stage where it seems perfectly normal and sane. However small it is I think we ought to have a general Alumnae Fund which through the years is helping to meet some of the needs of the College. I am always expecting that some class will come up to its twenty-fifth reunion and say, 'Here is one hundred thousand dollars for our Alma Mater.' Sometime I believe that the graduates of Smith College are going to say the same to this institution that the graduates of Harvard and Yale say to those universities.

"There has been talk of a rearrangement of Commencement events. You approved of the idea of an alumnae day [See page 236], and it has been referred to a committee to be taken up next fall.

"The trustees yesterday voted to entertain all of the members of the new and larger Alumnae Council which will come to us in the middle of the year. The trustees also voted that in the fall I should visit all of the Smith College Clubs west of the Mississippi. I think I have been to all of them, with the exception of the one in Indiana, this side of Minneapolis and St. Louis."

President Burton then showed us a very large and beautiful etching of the campus. This is for free distribution, not to individuals but to alumnae clubs, high schools, and private schools. It was reproduced in the April QUARTERLY. He continued:

"One word of appreciation for what you have done not only in making the Million Dollar Fund a possibility last year, but this year in paying in the pledges. We have reached the two thirds mark, as we expected to do, and we have every reason to congratulate ourselves upon the financial status of the College.

"I should like to say once more that every year finds me with more

esteem and deeper affection for President Seelye, whom I think of more as a father than as a predecessor. His desire to do anything he can for us is just as strong as it always was. One of the great joys of my life is my relationship to President Seelye. And now in concluding let me say that this College belongs to you and I want you to feel that there is no place in the world where you are as welcome outside of your own homes as right here."

Ah, President Burton, it is because we know so well that this is true that we come trooping back by hundreds when the June days call.

Sitting on Mrs. Parsons' right was the charming little lady upon whom the degree of Doctor of Science had been conferred in the morning. Mrs. Parsons was never more truly our spokesman than when she introduced her as follows: "Smith College has honored herself in honoring with a degree the distinguished scientist and investigator who is a graduate of the University of Christiania, *Licenciée ès Sciences* of the Sorbonne, and first woman fellow of the Scandinavian Foundation. She has honored the alumnae by attending our assembly and promising to speak. I have the pleasure and honor of introducing Miss Ellen Gleditsch of Christiania, Doctor of Science of Smith College." Miss Gleditsch greeted us quite simply and gave us the most delightful talk we have heard in many a day. She said:

"My stay in America will in my memory be marked by two visits to Smith College, one in the beginning of the year, the other at the end. Very shortly after my arrival at Yale University, when I felt still very small and very puzzled in this new country, I was surprised by a letter from the Physics Department at Smith College, asking me to give a lecture on radium. Now it is so often said that science is international, a statement that was comprehensible when all science had one language, when nearly every scientist made his publications and his speeches in Latin. When I prepared my lecture for Smith College I thought of this; I knew I was not able to give it in Latin;—some of the girls would not understand it either. I knew I should have to give it in a more or less defective English, and I thought it would be a difficult thing. But when I came to Smith College I was met with a cordiality that made me feel the truth of the old saying. I felt at home when I saw the crowd of knowledge-seeking youth. I felt as if I were among my own when I heard some of the professors discuss the new curriculum. In the last faculty meeting I attended in Christiania we discussed some changes in our curriculum. Now I am here on my second visit to Smith College and came here to receive the degree of Doctor of Science that you have conferred on me. I feel deeply honored. I feel as if it would be necessary to lengthen my dress as if I had suddenly grown a tall and dignified woman. I do not think, though, that I wish to be much taller. I will tell you why. A friend of mine asked Madame Curie to allow me to work in her laboratory in Paris. She said, 'No, it is crowded, there is

no room.' 'Oh,' said my friend, 'Miss Gleditsch is so small she will take no room at all,' and Mme. Curie consented, and there I spent five happy years.

"But even if the room I take up is small I would like to fill it well and accomplish something valuable. And when we have this idea there is one thing we need, and perhaps we women need it even more than our colleague men. We need encouragement. And in giving me this doctor's degree you have given me an encouragement that I shall never forget and that will, I feel sure, be a help in my future work.

"Between my two visits to Smith College lies my stay in America. I am glad to say that during these months I have had an opportunity of seeing and knowing and learning a little about this part of the country. And among the things I have learned I should like to point at two facts that have awakened my highest admiration. The first is that when the settlers came to this part of the country, to New England, when they were still economically poor, when their existence was still threatened in so many ways, they saw the necessity of knowledge and founded institutions like Harvard and Yale. I see an expression of the same spirit in the second fact I am going to mention, in the state of your women colleges. When your women colleges were founded about fifty years ago there existed no higher education of women in most of the European countries, and men and women like Miss Smith, Mr. Vassar, and Mr. and Mrs. Durant showed a breadth of spirit and a foresight that we cannot admire too much.

"The following years have seen a rapid development in the domain of education for women in Europe. Educational institutions have been founded which admit women with men and old institutions have opened their doors to girls. That is the way the development has gone in Norway. More and more all institutions have changed from men's institutions to men's and women's institutions, so that I can say to-day that nearly no school and no educational institution is closed to a girl because she is a girl, and I can say that nearly no livelihood and nearly no position is closed to a woman because she is a woman. A Norwegian woman is given a fair chance to show what she is able to do. And the long series of women whose names during the last years have been known to the public as representatives from the different schools in public or social life give us the right to hope that women in the future will take their full share in the work of the world.

"We younger women, you trustees and alumnae, we have the task to continue the work that was so well begun by our parents and grandparents. Is our task easier? I do not think so. The continuation of a fine work bears in itself a great danger, the danger of stagnation, resting satisfied. And we must not stop, we must develop. We must be in the first ranks and our educational institutions must keep up with all progress in the world.



"May I conclude in wishing for Smith College that it may grow, always grow in the same spirit that manifested itself by the eager seeking for knowledge among the settlers, and by the founding of girls' colleges. May I wish that the spirit that governs it may have few prejudices but many hopes."

Could anything be more encouraging and altogether charming than this message from over the seas? And what one among us could travel to Norway and speak to a group of college women in their mother tongue? Miss Gleditsch was indeed our honored guest.

"The reunion classes," continued our hostess, "are the favored ones at Commencement for whom place is made, and whose path is cleared, and generously have they repaid in gifts, in song, in the light of their presences, the deference shown them. But to-day I take great pleasure in introducing Miss Helen Bigelow, president of the *non*-reuning class of 1910 who comes bearing a gift." The gift was a beautiful silver cup which 1910 presented to the Alumnae Association to be awarded each year to the class having the largest percentage of returning alumnae. Mrs. Parsons accepted the cup in behalf of the Association "with gratitude and appreciation of the generous thought and deed of the class of 1910," and said further, "It is a pleasure to award it this year to the class of 1913 which has 56.50% present and whose class numerals shall be inscribed first on the shining surface of the cup."

Then indeed did all 56.50% of the yellow canaries of 1913 applaud most vigorously, and all of us older sisters genuinely rejoiced at their very good fortune—while making a mental note that some day our own class numerals should be modestly inscribed upon the generous gift of 1910. This year the percentages were as follows:

1879.....	40%	1899.....	31.02%
1884.....	47.62%	1904.....	47.25%
1889.....	50%	1909.....	37.74%
1894.....	35.85%	1911.....	26.06%

And then when the excitement had died down Mrs. Parsons turned to our oldest sisters, the four members of 1879, and said: "The first class which ever graduated from Smith College is more important than ever to-day, for it is celebrating its thirty-fifth reunion. We are so proud of them, so appreciative of the honor of following their lead, that we have asked them to sit on the platform before us to-day. It is with peculiar pleasure that I introduce to you Mrs. Kate Morris Cone, secretary of the class of 1879, one of the editors of the SMITH ALUMNAE QUARTERLY, former president of the Alumnae Association and former alumnae trustee of Smith College, who will tell us how we may become as distinguished as they."

Thirty-five years is only a little time and yet the changes that have been wrought in this place are so many that Mrs. Cone's first thought was to bridge the years from "now" to "then." And she said:

"I want to talk first to President Seelye. You and I remember thirty-five years ago when there were eleven of us graduated, and things were so little and so doubtful and so uncertain. The story of the growth has been stated often enough. It is the familiar marvel of the seed, of the acorn, and of the infant that come to maturity. I am not going to dwell upon that, but I want to tell you what the success of the College has meant to me and, I think, to many others, and that is faith in good seed. To be sure the College had a good guardian. The seed was good, but you took care of it wonderfully, and made it grow. It has been a great lesson in faith and courage. We women do need encouragement wherever we are and in whatever we do, not merely the young ones but those who have been at work thirty-five years. There is still work for us to do, and it is in the same spirit in which we have worked before.

"I also want to say that one of the things which has interested me in my connection with the College and your work in it is the profitable investment of money in an institution like this. Where has three or four hundred thousand dollars ever yielded as much as it has here? Think of that little seed and how much was done, how well it was spent. Intelligence and love and faith went into the spending of it, and other money came and joined with it. I do not know anywhere any higher dividends than are paid here, and that have been paid under your hand.

"Now I want to say something to these alumnae, and that is that in my experience with working in associations and in working with women, there is nothing more satisfactory than working with college women and with the Smith Alumnae Association. I know something of the D. A. R. I know something of the women in the federations of women's clubs. They are different from ourselves. They have their place and they do a great work, but they leave off in many ways where we begin. I do not know that I can make it perfectly plain to you, but their objects while very admirable are different from our own. I think that we work in a quieter way, and I cannot imagine any work in one's locality more worth while than work with our own Alumnae Association. It pays to keep in touch with the College. It pays to do something for the College. We grow ourselves.

"You new alumnae, are just beginning. Do not feel as if things were ending for you. Think what splendid work the Alumnae Association has done. Think how eager they have been to work for the College. Think how ably in this last Million Dollar undertaking the alumnae part of it was conducted. It ought to encourage us all to take hold and work together. President Burton has promised to visit all the Smith College clubs. If the weather permits I am going on my way home tomorrow to help to form a Vermont Smith College Club, and I shall tell them of his promise."

If the class of '79 is as proud of its younger sisters as they are of her then in very truth are we a happy family.

The class of 1904, resplendent in royal purple, had been sitting very quietly all this time but now was to come the great moment for them and through them for all the rest of us. Mrs. Parsons continued: "The words of our Alma Mater song:—

' You gave us dreams unnumbered  
And life we had not known,  
And now, O Alma Mater,  
We give you back your own.  
For memories, for friendships  
That bless each passing day,  
Our toil, unsought, we render,  
Our debt, unasked, we pay.'

have a peculiar significance for us to-day, for the class which managed our successful parade yesterday and our delectable rally has 'rendered toil, unsought,' and paid a 'debt, unasked,' which will be a source of pleasure, of joy, and of beauty to the College, forever,—an inspiration of precious memory. I am very happy in introducing Miss Dorothea Wells who is spokesman for the wonderful class of 1904."—And every daughter of Smith College paid grateful tribute to 1904 as Miss Wells said:

"One of the memorable occasions of our undergraduate days occurred in our freshman year, when the President, feeling probably that his college family was sufficiently mature and would be held together by traditions rooted in twenty years' growth, was prevailed upon to take a short vacation during the academic year. Perhaps the most thrilling moment of our college experience was our greeting to President Seelye when the first morning after his return from Europe, we rose and greeted him in chapel with Charlotte De Forest's song written for the occasion:

' The ship has sailed across the blue  
Beneath the guiding hand of those  
Who pilot her the way she goes  
From out the old world to the new.  
  
' The ship has brought across the blue  
The pilot who on deeper seas  
Guides nobler craft to journey free  
From outgrown worlds of thought to new.'

"The enthusiasm of the student body and the gracious acknowledgment by President Seelye are never-to-be-forgotten incidents. But more than the incident, the living prophecy contained in the words of the song, survives.

"I wonder if I am alone in this experience or if others of you share it? In revisiting Smith College do your undergraduate days ever seem unreal? This is not a matter connected with amplified living accommodations, new buildings, or such physical changes. It is instead a personal matter. Is it hard for you to realize that the *you* here now is the same *you* who went through all those exercises, academic and social? Whether you feel these differences or not in revisiting the College I am sure that there is another experience you do share—and probably not spasmodically, but every day of your life. Are we not increasingly con-



scious of the ideals President Seelye had for us, and do not these ideals lead us always closer to the Truth, to the Realities of Life? Surely he does, in both our college experience and in our present lives represent Truth, or Eternal Reality. He was and is our 'Guide, Philosopher, and Friend.'

"In realizing this we know that Charlotte De Forest's words are daily demonstrated for he has piloted us 'From outgrown worlds of thought to new.'

"Every class returning for its reunion wishes to bring with it a gift that shall be in part an evidence of personal achievement. The personal achievement may be worked out in many ways. For most of us ungifted ones it is inevitably worked out in conduct or daily life. Occasionally it is given to one to work it out in art. It is an especial gratification to us that a part of the decennial gift of 1904 should be a work of art, created by one of its members, and that the subject should be the one whose influence represents to us the most enduring benefit of our college experience.

"Nineteen hundred and four wishes to express its gratitude to President Seelye for his interest and coöperation and to Alice Morgan Wright for her able work. The work extended over many months, the original sketches being made before the plan for including the relief as a part of the decennial gift of the class, was consummated. We are glad to find that it dignifies one of the chief and most used approaches of the College in the building which bears President Seelye's name.

"President Burton, the class of 1904 presents to Smith College this bas-relief of President Seelye as an expression of its constant loyalty and gratitude to the College."

President Burton accepted this most beautiful gift in behalf of the College and then Mrs. Parsons knowing well that we could wait no longer for a word from our first "Guide, Philosopher, and Friend," turned quickly towards him and said: "I do not need to introduce him whose image in our hearts is more enduring even than in bronze—our beloved President Seelye." And he spoke in those wonderful ringing tones that go with us from day to day and from year to year, world without end. And he said:

"The class orator yesterday began her oration by saying, 'Have you ever thought that you would like to be a ghost?' I think I feel very much like one, and as I sat here and looked at these graduates of the first class and of the successive classes represented in this audience, the words came to me of the apostle, who knew a man, 'whether in the body or out of the body I cannot tell, who was caught up into Paradise and heard unspeakable words which it is not lawful for a man to utter.' That is very much my condition. As I look at you and think of the years that are gone, no words can adequately express the feelings which are in my heart to-day. I am deeply touched by all these expressions of respect and

affection from your President and from the class of 1904. I am deeply touched by the evidences of loyalty and love so constantly given by the successive classes. In regard to my portrait, I know not whether it looks like me or like somebody else. I never saw myself. But I feel that in any such portrait there are many blended features.

"The class of '86 had their pictures taken by Professor Stoddard, as a composite photograph. Some of you may never have seen that photograph, but I assure you it had a mystical beauty which was very impressive. It so impressed the class of '86 that one of their number wrote for their senior dramatics a play called 'Composita,' and another member of the class—now a distinguished member of the faculty—acted the character 'Composita.' I do not remember the plot of the play nor many of the scenes. I know it was very ingenious and well acted.

"It seems to me that title—*Composita*—represents very much what the college is, what I am, and what you are. I am a 'composite.' Smith College has made me largely what I am, and I feel to-day its motto might well be that which is the motto of our country, 'E pluribus unum,' 'One out of many.' That process is going on continually. It is one College, a composite made up of the teachers and students who have been associated with it. They have all left their impress upon it. They have all contributed to make it what it is to-day—no longer an object of pity and contempt as it was forty years ago.

"Few then were so poor as to give it reverence. It was generally despised. Men prophesied freely its failure. It was poor in funds. It was poor in faculty—in *numbers* but not in worth. It was poor in students—in *numbers* but not in worth. It has always been poor—perhaps not now in numbers—but in endowment it has still great needs. It is however no longer despised. I will not apply to it superlatives, but I may use comparatives with effect, and say that Smith College to-day is inferior to no woman's college upon the earth. It has taken an equal place among its peers. It has taken an honored place among the foremost colleges for men, and it has a more glorious and higher station still to attain.

"Beloved, the future is opening greater opportunities for growth than ever before for Smith College. The classes will come to their respective reunions. I shall not be here long to greet them, but in the coming years I trust my spirit and the spirit of every faithful student, of every faithful teacher, and of every faithful President will utter the same prophecy of better things, and will coöperate in fulfilling that great commandment, 'Be ye perfect even as your Father in heaven is perfect.'"

That was all. It was our Commencement benediction, and if, as we rose to sing, the words of our Alma Mater did not come joyously to our lips, it was because there was an abiding song in our hearts far too deep for any words.

# CURRENT ALUMNAE PUBLICATIONS

COMPILED BY NINA E. BROWNE\*

Miss Browne has made the experiment of using "caps and points" in this list. How do you like them?

The editors of the *QUARTERLY* will greatly appreciate the coöperation of all the alumnae and non-graduates in making these lists complete. Kindly send any contributions of your own to Nina E. Browne, 44 Pinckney Street, Boston, and notify her of any other current publications which you recognize as the work of Smith alumnae or non-graduates. It is necessary each quarter to send the copy for these lists to the *QUARTERLY* before all of the July, November, February, and April magazines are out, therefore Miss Browne will consider it a favor if alumnae who know that work of theirs is to be published in one of these issues will notify her of the fact, giving the title of the contribution.

†**Barney, Ida**, 1908. An Extension of Green's Theorem, in *Amer. Jour. of Mathematics*, Apr.

†**Blanchard, Grace**, 1882. Phillida's Glad Year. Boston, Wilde.

**Bradford, Anna H.**, 1896-97, 98-1900. (Mrs. Hubbard) Pandora's Box, in *Congregationalist*, June 4.

**Buell, Katharine L.**, 1911. A Campaign of Lies, in *Harper's Weekly*, May 16.

**Cutler, Martha**, 1897. Furnishing your House with Sunshine, in *Designer*, May.

**Davis, Fannie S.**, 1904. (Mrs. Gifford) The Mirror [and] Escape, in *Yale Review*, July.—Waste Firelight, in *Smart Set*, June.

†**De Forest, Charlotte B.**, 1901. The Evolution of a Missionary, a Biography of John Hyde De Forest. Chic. Revell.

†**Esterbrook, Edith M.**, 1898. A 60 Mile Tramping Trip in the Green Mountains, in the *Vermont*, Nov. 1913.

**Fairbanks, Lucy**, 1891. (Mrs. Alvord) A Minute Man or Mermaid, in *Congregationalist*, May 28.

†**Fitch, Laura**, 1879-81. (Mrs. McQuiston) A Lenten Prayer, in *Unitarian Advance*, Apr.

**Francis, Vida H.**, 1892. Cathedrals and Cloisters of Northern France. N. Y. Putnam.

**Fuller, Eunice**, 1908. Stories of Friendly Giants, in *St. Nicholas*, June. *Continued.*

†**Goldthwaite, Bertha L.**, 1909. A General Organization for Women Church Students, in *Churchman*, May 2.

**Hall, Edith H.**, 1899. Excavations in Eastern Crete, Vrokastro, in *Univ. of Pennsylvania Museum Anthropological Publications*.

†**Hardy, Fannie**, 1888. (Mrs. Eckstorm) The Wasted Years, in *Atlantic*, March.

**Hastings, Mary W.**, 1905. (Mrs. Bradley) The Palace of Darkened Windows. N. Y. Appleton.

**Hazard, Grace W.**, 1899. (Mrs. Conkling) In the Daisy Field, in *Craftsman*, Apr.—Recipe from Elfland, in *Craftsman*, June.

**Lawrence, Elizabeth**, 1883. (Mrs. Clarke) History of the Smith College Alumnae Association, in *Wellesley Mag.*, June.

†**Keyes, Mary W.**, 1899. Social Life in the Country, in *Home Progress*, June.

**Lobdell, Edith**, 1911. If Love were What the Rose is [and] In the Forest. N. Y. Willis Music Co.

†**McAfee, Helen**, 1903. An Anatolian Journey, in *Yale Review*, Apr.

†**Perry, Jennette**, 1886. (Mrs. Lee) With a College Education, in *Good Housekeeping*, June.

\*Notification of omissions or corrections is requested. Copies of the publications are wanted for the Alumnae Collection.

†Already in collection.



**Phelps, Ruth S.**, 1899. A Tuscan Excursion, in Bellman, May 16.

**Scudder, Vida D.**, 1884. The Passing of College Hall, Wellesley, in Churchman, Apr. 4.—†Thy Kingdom Come, in Social Preparation, Jan.—†Woman and Socialism, in Yale Review, Apr.

**Seaver, Florence W.**, 1889. (Mrs. Slocomb) On "Pure Food," in Ladies World, May.

†**Willard, Mary F.**, 1890. Along Mediterranean Shores. Boston, Silver, Burdette.

†**Wood, Georgia**, 1892-93. (Mrs. Pangborn) Alice and May, in Harper's, June.—The Bridge to Happiness, in Woman's Home Companion, May.—Munnern, in Scribner, May.—"Red-head," in Woman's Home Comp., June.—The Ring of the Great Wish, in Forum, May.

## LET US TALK OF MANY THINGS

### THE "ALUMNAE DAY" DISCUSSION\*

The plan for an alumnae day developed from the following two suggestions: the first from Mr. Ganong who suggested that collation might have to be given up owing to the impossibility of using the alumnae gymnasium, and the second from various alumnae who felt that alumnae events of interest were scattered over too many days, and still others who could not come for so long a time and found it so difficult to choose between the days that sometimes they did not come at all.

Mr. Ganong at a conference in January gave as his opinion that alumnae and commencement events are both too crowded and too scattered at present, that the alumnae parade rather spoils the effect of the Ivy Day procession, that the rally is more or less unsatisfactory, and that the difficulties of serving the collation and beginning the alumnae assembly on time could be met more successfully if these events did not follow the commencement exercises.

President Burton appointed a committee to investigate the Commencements of other colleges and this committee reported that of twenty-five colleges investigated the majority have Baccalaureate on Sunday and end with a Commencement on Wednesday. President Burton expressed

the feeling that, owing to the obligation of reserving his announcements for the alumnae assembly he was obliged to forego even the formal and appropriate announcements which he might make at Commencement on which occasion the largest representation of the constituency of Smith College is present. He also feels that the commencement exercises should be the climax of Commencement.

If the committee of the faculty decides that it is both possible and advisable to have an alumnae day, the schedule of commencement events—excepting senior dramatics and Baccalaureate—will probably begin with Last Chapel on Monday instead of Saturday. The details of the plan will involve the most careful picture puzzle methods on the part of the committee and the sympathetic coöperation of the alumnae who will be the beneficiaries of their toil. We may look upon the whole subject as a difficult "original" to which the November *QUARTERLY* will be able to write either "Q. E. D." or "not possible of solution."

### DRAMATICS IN JOHN M. GREENE HALL

If the contemplated change in the Commencement schedule of events is adopted by the trustees, it will mean that many alumnae must return to Northampton on Thursday and stay until the next Wednesday afternoon, in order to attend all the functions from senior dramatics to the commencement exercises. If dramatics could be held in John M. Greene Hall instead of the Academy of Music, only two performances

\*The question of whether or not to have an Alumnae Day at Commencement has been referred to a committee of the faculty, but as the alumnae at their annual meeting this June recommended to the trustees that there be such a day, a short statement of the whole discussion may be of interest.

need be given, and no alumnae need be "urged to apply" for dramatics tickets on Thursday night. The campus rooms are never open until Friday, and all this urging to return on Thursday has been rather anomalous.

There are some difficulties in the way of staging a play in John M. Greene Hall which deterred the last senior class from attempting it, but in the meantime "Twelfth Night" has been presented there by the Lend a Hand Club of Boston, proving that the problems are not impossible of solution. The stage was set with tall cedar trees and the two large doors at the rear opened to give a vista into the room beyond. Eight columns were placed in a semicircle and for the indoor scenes curtains were drawn on invisible wires between them. The effect was very charming, and could be improved by the use of foot-lights and perhaps more side lighting.

After the Lend a Hand play the stage was rearranged for the chapel exercises the next morning in a very short time, so that dramatics would not interfere with the use of the hall for the regular commencement events.

The capacity of the Academy of Music is only 1020; John M. Greene Hall has 2082 seats and standing room for 200 more persons. At present there are three performances besides the dress rehearsal, and at least one of these could be omitted and there would still be a much larger seating capacity.

It would not be necessary to charge so high a price for the tickets either; without doubt the present \$2.00 Friday night tickets could be reduced to \$1.50. With the splendid acoustic properties of the hall especially when it is filled, as it would be at dramatics, there would be no difficulty in hearing the trained voices of the cast from any seat in the hall.

Besides the mathematical advantages it would be a great improvement to have the college play in a college building, without the background of a regular stage "set," which is sometimes out of tune with the excellent acting of our seniors.

That the alumnae do want to see senior dramatics was proved by the 600 assignments of tickets this year. If this plan

appeals to the readers of the QUARTERLY, will they not write their criticisms and suggestions to the general secretary?

FLORENCE HOMER SNOW, 1904.

The Association of Collegiate Alumnae **THE SPRING MEETINGS OF THE A. C. A.** held its thirty-second general meeting in Philadelphia during Easter week. The act of registering and of receiving in return badges, buttons, and (for a consideration) A. C. A. pins was the open sesame to a week of smiling hospitality and of interesting meetings. Even the clerk of the weather was kind, for he gave us fair skies for our days in the country and reserved the downpour of rain for the days of executive session, when the roomy headquarters made us independent of the outside world. That first busy day ended in a reception at the University of Pennsylvania held by the Provost and the Trustees, the first official courtesy extended to that large, national body of women educators.

On Tuesday, bright and early, three hundred and fifty or more college trustees, presidents and deans, councillors, delegates, and alumnae association presidents, and the unofficial and detached mere-members invaded Bryn Mawr in response to the very cordial invitation of Bryn Mawr College.

We spent the day, a real Long Island day, enjoying a delightful hospitality. We lunched and dined in dignified, beautiful Pembroke Hall, and drank tea in the late afternoon in the charming Deanery. These sugar plums sweetened the day's meetings which were held morning, afternoon, and evening in bewildering variety. The mere delegate-at-large, with no specially appointed spot to go to, was torn with desire to be a fly on the wall at the exclusive session of the trustees shaping college policies, or of the deans discussing problems of student life; or even to sit with the association presidents in conference on efficient coöperation with their colleges, or again with the branches in the discussion of vocational bureaus and the general topic of practical educational and social work. The deans discussed, in

open meeting, the burning question of adjusting the liberal arts curriculum to the ever-increasing demand for vocational training. The treatment of the subject was individually diverse but the conclusion was unanimous in favor of preserving the integrity of the liberal arts course. It was suggested that the subjects of senior year might be made to correlate, in some measure, with the occupation chosen for the first year out of college but the warning was given that this might easily prove the undesirable entering wedge. (Low be it spoken but our Smith bosoms swelled with justifiable pride on seeing that of the nine distinguished women on the platform,—eight deans and one presiding officer,—the latter and three deans were Smith graduates).

Swarthmore also opened her hospitable doors and entertained us at a delightful luncheon in the library, and under the influence of her gentle atmosphere we finished up the last bits of the business which had consumed the greater part of two days. The reports of the sectional vice-presidents bore eloquent testimony to the success of the new plan of organization. The rest of the week was spent in sightseeing and in visiting educational institutions of more than local fame such as Girard College and Sleighton Farm.

The convention was definitely and interestingly "up-to-date." Vocational training and social service appeared at every turn; woman's right to safeguard herself in the activities and interests which have become hers struck a note of suffrage, although the *word* obtruded itself but once. This was in the shape of a resolution to appoint a committee to study the subject of suffrage and to report at the next biennial. The carrying of the motion provoked much ardent discussion of and objection to the possibility of the Association's formally endorsing suffrage,—representatives of certain sections declared sadly that such action would disrupt their local clubs. A strong feeling for the present day!

With such topics forming the very backbone of the formal conferences and discussions throughout the week, it was inevitable that "Feminism" should be

chosen for the dinner speeches. The ardent pros and the conservative cons tried to define it. But it was as ever, elusive. The balance was kept by the sanity of our college women who felt that it was our grave but glorious responsibility, as college-bred women, to show that fine, progressive spirit which must lead constructively into the future, only tempered and controlled by a conservatism which brooks no iconoclastic, revolutionary methods.

#### ONE OF THE DELEGATES FROM SMITH.

When my education  
**WHY SMITH** away from home was  
**GIRLS ARE** under discussion in  
**DIFFERENT\*** the family thirty-eight  
 years ago, my Father  
 said, "I want my daughter to be educated among the people that I came from." I did not at the time appreciate the reason why it was necessary that I should go to New England for education, but looked upon the matter as a delightful adventure in a new environment. It has taken me years to realize to the full what my brief association with Smith College was to mean to me. I know now that my Father's decision has been of incalculable value to me all my life. I have lived far from my classmates. For many years I met no Smith alumnae or students. I was enveloped in an atmosphere as far removed from Puritan stamp as darkness from light. Yet Smith impressions and Smith ideals have been so indelibly impressed upon me as to become a part of my life. In a community where stanchest church members lose all touch with religious and even moral life, I have been able to keep my religion and my home ideals. I have not allowed my individuality to be submerged or unduly influenced,—so far as I can judge. I have continually, though unconsciously, been referring everything to

\* Mrs. Corinne Tuckerman Allen was an honored member of 1879 during its first two years. She left college to be married, is the mother of six children, has spent most of her married life in Salt Lake City, and has distinguished herself for her interest in social questions of the day. Her estimate of Smith graduates as she has seen them out of New England has the weight of mature judgment and a western point of view.



the paramount ideals of Smith College as I knew them and have tried to be true to them.

In later life, as I have met Smith graduates and students I have found them extraordinarily congenial. We have a little Smith Association in Salt Lake, of which I have the honor to be president. We meet only on stated occasions, but when we do see each other find great pleasure in the association. We have an expression regarding college personalities which embodies the whole definition of the impress of Smith College: "The Smith girls are different."

Although comparisons are odious, and, also, differences are often more easily felt than set down in words, I will make an attempt to tell you why I think Smith girls are different.

Smith girls are naturally sympathetic, and adaptable. They are not found in the forefront of the club movement in the sense of figuring in office and working up personal aggrandizement. But whenever human rights are in jeopardy or human need in evidence Smith girls are indispensably helpful.

The Smith graduates are modest. They do not pose as intellectuals. If they are scholars in special lines, they do not advertise it unduly. They seldom mention their college or their courses.

They are conservative in their attitude toward modern tendencies. "Womanly" still has a distinct meaning in the mind of Smith girls, and the homely duties that go with family responsibilities are ever uppermost in their minds. The Smith girls are good wives and mothers, sisters, daughters, friends. The selflessness that comes from a realization of one's place in the eternal scheme of things is almost a universal characteristic.

The Smith girls are religious without cant or affectation. The true philosophy of life has made a deep impression, although Smith College is less sectarian than any other woman's college.

In short, the attitude of the Smith girl toward life is distinctly human, instead of intellectual or emotional. It will occur to you that all these acquirements are extracurriculum. There is no course of

lectures on the duties of daughters, sisters, and wives, so far as I know.

I ascribe the character of Smith graduates very largely to the paramount influence of the commanding personality of President Seelye. The character of a Christian gentleman and a Christian gentlewoman has been taught more distinctly in the lives of our beloved first President and his wife, than in a thousand courses of lectures. In a day when family life is almost destroyed, the church has lost its authority, and morality has become a thing to deride, the uncompromising probity of President Seelye stands to refute modern heresy and emphasize ancient and imperishable virtues.

I thank God that when I went out from my home—where such virtues were also in evidence—I received from Smith College with new emphasis the same impressions of the supreme importance of righteousness.

CORINNE TUKERMAN ALLEN, ex-1879.

I keep a bee. I **MY BEE-HIVE** bought her in a reckless moment, after a visit to a fascinating suburban colony where bee-keeping in the back yard was the latest fad. My host had set the fashion in bees, and was duly proud of it. A hive or two was no trouble at all, he assured me, and most interesting, not to mention the honey you got. Now I am not very fond of honey, but his was extra white and delicately flavored, and the idea of having one's personal stock seemed very alluring. Ignoring the fact that my host kept not only a bee but also a man John, I came home—without consulting John—enthusiastic over owning a bee-hive.

Before I had found time to buy my bee, I paid taxes on her. Having been recently converted to woman's suffrage, I decided to show interest in the very limited ballot allowed Vermont's tax-paying females by voluntarily paying a tax and thus getting my name on the town's grand-list. I selected my bee-hive, which I had not yet bought, as the most interesting taxable property I could lay claim to. Thus, when time and distance and consideration of the drawbacks of bee-keeping, such as possible stings to the family, the

cat, and myself, and feuds with my next door neighbor, began to cool my ardor, I had paid taxes on my bee, and talked freely about both bee and taxes. I therefore felt myself committed to the experiment.

The suburban colony kept thoroughbred Italian bees and recommended them as extremely docile—practically stingless. As no farmer in my community had any pure-blooded Italian bees to sell, and as none of them was prepared to furnish references for his hybrid stock's extreme docility, I ordered my bee from afar and spent two anxious weeks waiting for her and wondering how in the world I should get her and her requisite body-guard of menials unpacked and into their hive, which I also ordered, together with veil, gloves, smoker, and the necessary equipment of honey boxes. At the last moment I discovered that I was not to be a pioneer; the town already possessed an experienced lady bee-keeper.

Now I am no coward, but neither am I a carpenter. It was the Experienced Lady Bee-Keeper who extracted the elusive nails, that should not have been there according to the printed directions, from my queen bee's traveling box, while her horde of menials buzzed and stared at us with disconcerting intentness through the wire top. Bees have fine eyes. It was also the Experienced Lady Bee-Keeper who came to my rescue on that broiling August Sunday when my colony, though everybody who ought to know, including the Experienced Lady, had said it was too small to swarm the first summer, filled the side yard up to the house-top with riot and confusion of buzzing and whirring wings.

But before that and since I have boldly opened my hive alone, generally watched, at a safe distance, by a crowd of curious friends. Sometimes a vagrant bee charges the ranks of the sightseers. Once one burrowed into some hatless person's back hair which had all to be pulled down to release the frightened captive. From my precarious isolation amid the flying thousands, I ignore shrieks and questions alike. I am cutting out queen cells, which look like peanuts and are craftily hidden

by myriads of huddled bees. If I miss one, the disaster of the "after-swarm" may ensue,—a disgrace in a well-regulated apiary. Incidentally I am noting the state of the honey supply. When the buzzing around my head grows too strident or the attacking hordes on my veil too bold, I must stop to smoke the little rebels into submission. But I must work quickly, or the young brood, exposed to the summer breezes, will be chilled and die. Consequently the work in my apiary—or bee-garden as I prefer to call it, according to the picturesque terminology of rural England—must always be done in the hottest middle of a hot and windless day. The apiarist's costume is not airy. It must be high-necked, long-sleeved, confined about the ankles. Bees dislike perspiration. My Italians are tame enough if you let them alone but when you are looking after them,—according to their view threatening their precious stores or their more precious young,—the situation is best expressed by the ripened judgment of a bee-keeping farmer. "Keepin' bees," he drawled, "is a lot like gettin' married. Sometimes you get stung and sometimes you don't."

Early summer is swarming time. If you are truly scientific and modern, you will have no swarms at all; but I leave that exalted state to the Experienced Lady Bee-Keeper. Only an early swarm is desirable. As the old adage has it:

"A swarm of bees in May is worth a load of hay,  
A swarm of bees in June is worth a silver spoon,  
A swarm of bees in July is not worth a fly."

For this northern clime I am hoping, as I have had no May swarm, that the dates may be slipped along a little. Early honey is also best. Sweet clover is good, but apple-blossom honey certainly sounds better. In order to hurry my bees into filling their own honey frames and getting up into my honey boxes in apple-blossom time, I fed them jars of sugar and water all through April. Sugar and water is as good a bee-food as the floral products. Last winter after every snowfall and several times during the hard storms somebody waded out through the drifts to sweep off the front steps of the hive and so save the bees from smothering. Bees

are modern enough to find fresh air indispensable. In November I had packed them into an outer case, with paper and dry leaves between that and their hive. In one severe spell of weather I banked them up to their ears with hard-packed snow. It is clearly no trouble at all to have a hive of bees in one's yard.

Last year I got practically no honey, partly because I bought my bee too late, and partly because I started to take out what honey I had too soon. Upon being advised by the Experienced Lady Bee-Keeper that I would better put it back for the cells to be capped over, I did so. The bees met me on my way back to the hive with the top-story (technically known as a super) full of honey boxes. Into the cells they plunged head-first, and then and subsequently they transferred practically all of my honey to the lower part of the hive. A hint that the super was easily removable was enough for them. Nobody else in my native town owns bees so knowing. Bee-keeping is said to be astonishingly profitable; as a diversion it certainly pays big dividends. Since I keep no man John and my casual men-by-the-day all share the popular notions about the bee and its sting, I have not found bee-keeping devoid of trouble. But the hidden mysteries of the busy hive—only hinted at by the signs of spring house-cleaning, the return of scurrying, pollen-legged or staggering honey-laden workers, the fights with invaders, the happy, lazy midday humming at the hive-entrance—keep one staring and wondering for hours. And then the excitement of the crises! Living as I do amid the placid joys of country life, I feel that I can never be accused of having thoroughly "settled down" while I keep a bee and look forward with delicious inward shivers to the imminent prospect of hiving my own swarm. Sunday is the favorite swarming-day, I am told. "I ain't to be depended on Sundays in June," a farmer-deacon among my new bee-keeping acquaintance informed me solemnly. "Soon's you're off, them bees are possessed to swarm out." Perhaps they know that farmers are busy through the week. I hope my town bees are equally conversant with the

run of my most pressing engagements. Meanwhile I have assembled my properties and am devoting my inventive genius to the perfection of a sting-proof costume for the lady bee-keeper. I regret that this frivolous account cannot be supplemented by a picture of me in my bee-costume, not as yet sting-proof, cutting out queen-cells in my bee-garden, or better still hiving my first swarm.

EDITH KELLOGG DUNTON, 1897.

Is there one among  
ON BEING you who has never  
EXECUTIVE been beguiled by the  
words,—“You are so

executive, you know, do run this committee, or that affair, or,”—

Well, it doesn't matter much what it is. Those first four words have sealed your fate. If you have your own private stock of vanity, at their magic touch you have blushed and smiled and preened yourself, and modestly expressed yourself as willing to run just about anything.

Then the tempter passes on and you are left alone with an entirely weak-kneed, incompetent, amazed person, who unmistakably resembles yourself, and who holds in her palsied hand a task for which she has neither time nor talent.

In such a crisis there are three excellent methods to pursue, that is, if one wishes to keep up the magnificent pretense of being executive.

There is, of course, a fourth, which is, quite simply, to lie down, and die. But this is destructive rather than constructive and should be left out of the discussion.

Personally, I have tried all three methods, and though I can hardly claim to have originated any of them, a brief summary from the inside may be of aid to those who, in their cowardly hearts, are tottering toward the brink of the fourth.

The first may be called The Whirlwind Method. It is especially successful if you happen to be temperamental and magnetic. In that case most of the affair can be postponed until the eleventh hour is striking,—thus preserving the previous hours for untroubled pastime and eliminating unnecessary anxiety. But with the



eleventh hour,—Up family! Up friends and neighbors! Up innocent bystanders! All together, for a flying finish, a whirlwind campaign! And in you come triumphantly on the last stroke, cheeks flushed, banners flying, dust flying, buttons flying, seams bursting! It's done, somehow, anyhow. Who at the moment could be so crudely cruel as to inquire just how!

Take notice, however, that this method should be employed rather sparingly, as those geographically adjacent to the whirlwind are apt to have long memories.

The second method is built around the Let-George-do-it principle. It is essential that one secure a husband, or other downtrodden henchman, whose executive ability takes the form of a faithful care of those details which so fret one. His is the mere drudge's working out of plans which you, with your wider vision, have outlined, somewhat sketchily perhaps, and to which you, and you alone, can give just those delightful finishing touches. This method, so admirable in its simplicity, may be termed, for convenience, *The Mollusc*.

But my favorite method is of course *The Efficiency Expert*. No other is so calculated to impart a glow of executive-ness to the most palely incompetent or can be guaranteed to create in a haphazard nature the illusion of a mathematical precision.

The symbols of the Expert are legion. At her right hand, are loose-leaf note-books, labelled, docketed, and filled with programmes of action for committees, sub-committees, and vice-sub-committees,—also there are letter-files. At her left hand, is the telephone with hanging index neatly recording every number which may conceivably be needed,—also there are

scratch-pads and other utensils to eliminate waste thought and motion, also ink-wells, also sharpened pencils, and at the level of her eyes there is a framed command "Do it now." And above all, there is the card catalogue! Sacred ark of the committeeman! Without the catalogue, is chaos. With it, as the expert nail separates one card and another from their fellows,—more or less illegibly inscribed,—one feels the finger on the very pulse of this great modern world of Efficiency!

The Expert is always careful, from time to time, to cancel a few well-selected engagements. Nothing creates a better impression of an overwhelming busyness—And even social affairs may be subverted. Full many a luncheon may be translated into a committee-meeting. Luncheon, that most delectable of meals, where one may coquette most safely with the piquant and the unknown dish,—there shall the Expert forget the sauce in the thrill of a sub-committee report, and butter her rolls with memoranda!

But at moments, to the most temperamental Whirlwind, the most clinging Mollusc, the briskest of Efficiency Experts, there comes a glimpse of the Beyond,—unattainable, yet how full of allure! It is the vision of the Truly Executive. In the flesh I have known two, and they are both from Smith! Without haste, in an effortless calm they go about their business, deftly, almost invisibly. The naked eye records only their results. When do they do these things,—since the day has not yet forty-eight hours? How do they do them?—Please, some of you Truly Executive Ones tell us!

HARRIET CHALMERS FORD, 1899.

## NEWS FROM NORTHAMPTON

### THE BULLETIN BOARD

**VESPERS**—The speakers at Vespers have been:—Dr. Hugh Black, Dr. Alexander Meiklejohn, Dr. Samuel McChord Crothers, President Burton, Reverend Charles Emerson Burton, Reverend Robert E. Brown, Reverend Henry Emerson Fosdick, Reverend Nehemiah Boynton, Professor Wood.

**CONCERTS**—On April 17, an organ recital was given by William J. Kraft, instructor in Teachers College, Columbia University. Miss Rebecca Holmes and Miss Blanche Goode gave a recital of chamber music on April 22. On April 29, a recital of sixteenth, seventeenth, and eighteenth century music was given by four members of the Boston Symphony

Orchestra, assisted by Mrs. Constance Ramsay, mezzo-soprano. Mr. George Vieh, assisted by Mr. Wilson Moog, organist, gave a piano recital on May 6. Student recitals have been given during April and May by Eva Dennison, 1914, and Louise Ball, 1914, Esther Root, 1915, Dorothy Cerren, 1914, and Norma Kastl, 1914, Harriet Hitchcock, 1914, and Amy Ellis, 1914, Eleanor Edson, 1914, and Mira Wilson, 1914. On May 27 a program of original compositions by members of the Music Faculty was given, including numbers by Professor Sleeper, Professor Vieh, Miss Goode, Professor Olmstead, and Assistant Professor Moog.

LECTURES—Lectures have been given by Mr. Claude Bragdon of Rochester, N. Y., on "Architectural Instruction for the Layman", under the auspices of the Department of Art; Reverend Henry H. Stimson on "Modern Minor English Poets," under the auspices of the Department of English; Reverend Samuel McChord Crothers on "Experiencing History," before the Phi Beta Kappa Society; Mrs. Maude Wood Park on "Equal Suffrage," before the Suffrage Discussion Club; the Hon. Bertrand Russell, of Cambridge, England, on "Mysticism and Logic," under the auspices of the Department of Philosophy; Dr. Philip Churchman on "Byron's Experiences in Spain in 1809," under the auspices of the Spanish Club; Mr. Albert Kennedy of Wheaton College on "Modern Tendencies in Settlement Work," at the meeting of the College Settlements Association; Mr. Burton Gates of the Massachusetts Agricultural College on "Bee-Keeping," under the auspices of the Biological Society; Mr. William Harris, Coffee Expert of the Department of Agriculture, on "Coffee," under the auspices of the Colloquium; Professor William Lyon Phelps of Yale University on "The Novel of To-day," at the open meeting of the Alpha and Phi Kappa Psi Societies; Mr. Ernest Bernbaum of Harvard University on "Arguments against Suffrage," before the Suffrage Discussion Club; M. André Morize of Johns Hopkins University on "L'Explication française," under the auspices of the Department of French.

ATHLETICS—The officers of the G. and

F. A. for next year are: president, Eleanor Adams, 1916; vice-president, Dorothy Dulles, 1915; secretary, Dorothy Ross, 1917; treasurer, Marjorie Strong, 1917. The name of the Association has been changed to the Athletic Association of Smith College.

Field Day on May 23 was won by the seniors. Smith sweaters were awarded to Janet Van Sickle, 1915, Eleanor Adams, 1916, Edith Foster, 1915, and Dorothy Adams, 1915. The All-Smith hockey team was announced:—forwards, Anne von Harten, 1914, Mabel Hammer, 1916, Elizabeth Roby, 1914, Dorothy Adams, 1915, Alice Cragin, 1915; half-backs, Hortense Oliver, 1916, Elsie Thayer, 1915, Elizabeth Hunter, 1916; full-backs, Edith Waterman, 1915, Elizabeth Rusk, 1916; goal, Florence Smith, 1915. The All-Smith cricket team:—Hannah White, Mary Pierce, Elizabeth McMillan, Dorothy Seamans, 1914; Else Goetz, Laura Varnam, Mary Anne Cornelius, 1915; Eleanor Adams, Elizabeth Clarke, Emily Clapp, Georgia Young, 1916. The seniors won the basket-ball game, beating the juniors by a score of 12-11. 1914 also won the tennis match, while the hockey game between 1915 and 1916 was won by 1916. The freshman-sophomore on May 29 was won by 1916 with the score 7-2.

COUNCIL NOTES—Juliet Staunton, 1915, has been elected Council President. The other members are: Dorothy Dulles, Edith Waterman, Dorothy Adams, Hester Gunning, 1915; Ruth Rodgers, Mabel Hammer, 1916; Dorothy Ross, 1917. Other members still to be elected are the presidents of 1916, 1917, 1918.

The new permission system has passed the faculty and the student body and will go into effect next year. [See page 211.]

DRAMATICS—"Twelfth Night" was presented by the Lend-a-Hand Dramatic Club on April 15, in John M. Greene Hall. "Rose of the Wind" by Anna Hempstead Branch, 1897, was presented by the Clef and Vox Clubs. Division B gave "Mice and Men." "A Russian Honeymoon" was presented at the annual joint meeting of Alpha and Phi Kappa Psi.

CLUBS—The following new members have been taken into Alpha: Eleanor

Coit, Mildred Schmolze, Elizabeth Rusk, 1916.

The new members of Phi Kappa Psi are: Elsie Thayer, Kathleen Byam, Evelyn Odlin, and Hester Gunning, 1915; Louise Bird, Mary Howden, Alice Houston, Justina Hill, Isabel Wardner, 1916.

A new society, the Debating Union, has been organized. The faculty advisers are Professor Bassett, Miss Cutler, and Miss Freeman. Elizabeth Dewey, 1915, is president.

1915 ELECTIONS—Dorothy Dulles has been elected senior president. The preliminary dramatics committee is as follows: Annie Bridgers, chairman, Dorothy Cooke, Kathleen Byam, Mary Tanner, Mary Ramsdell.

GIFT TO THE ART GALLERY—An original Rodin bronze, entitled "A Brother and Sister" has been added to the Hillyer Art Gallery.

GIFT TO THE LIBRARY—Marble busts of Robert Browning and Elizabeth Barrett Browning have been placed in the Browning Room of the Library as a gift from Mr. and Mrs. H. Clifford Gallagher in memory of their daughter Edith Gallagher, 1907.

FACULTY NOTES—Miss Caverno has been made a member of the Managing Committee of the American School of Classical Studies at Athens.

Miss Pauline Sperry has received the degree of Master of Science from the University of Chicago, the subject of her thesis being "On the Theory of a One to One and One to Two Correspondence with Geometrical Illustrations."

Miss Myra Sampson of the Department of Zoölogy has been appointed by the University of Michigan to take a zoölogical expedition across the state of Texas during the coming summer.

Professor Chapin of the Department of Economics and Sociology has contributed several articles to recent publications. Among these have been "Our Submerged Forbearers" in the *Independent* for Jan. 5; a review of the "Origin of Property" by J. St. Lewinski in the *American Historical Review* for April; and a review of "Religious Chastity" by E. C. Parsons in the *American Journal of Sociology* for March.

Mlle. Delpit of the Department of French gave a lecture on "Mme. de Sevigné" before the French Club of Mount Holyoke College in April.

Miss Barbour of the Department of Greek read an original metrical translation of the "Ichneutae" of Sophocles before the annual meeting of the Classical Association of New England, held at Dartmouth College, on April 3 and 4.

Miss Goode of the Department of Music gave three piano recitals in Washington, D. C., during the month of April.

Professor Vieh gave a piano recital at the Pennsylvania Hall School in Chambersburg, Penn.

Professor Sleeper gave an organ recital at the Drew Theological Seminary, Madison, N. J.

Professor Wilder of the Department of Zoölogy spoke before the Scientific Club of Amherst College on "The Plastic Restoration of Faces upon Skulls." Professor Wilder also published an article on this subject in the *American Anthropologist*.

Mr. Alfred Pearce Dennis, formerly a member of the faculty in the Department of History was married to Miss Mary Value of Baltimore on April 30, 1914.

#### RESIGNATIONS

The resignation of Professor Charles Downer Hazen was tendered to the trustees on February 20. The resignation follows:

To the Board of Trustees of Smith College:

I hereby resign my position as Sydenham Clark Parsons professor of history and as a member of the faculty of Smith College, my resignation to take effect at the close of the present academic year, or at such earlier date as may better suit your convenience. In asking that my resignation be accepted, I wish to take occasion to assure you of my deep appreciation of all that has been done for me personally, and for the department in which I have served for nearly twenty years, my connection with which I now sever with regret.

Respectfully submitted,  
CHARLES DOWNER HAZEN.

Mary Lathrop Benton, Ph.D., Professor of Latin; Bertha Wolcott Slocumb, B.M., Instructor in Music; Charles H. Holzwarth, Ph.D., Instructor in German; Alice Portere-Baur, A.B., Instructor in French;



Elmer A. Harrington, A.M., Instructor in Physics; Adelaide Crapsey, A.B., Instructor in English; Cherrie Edna Duffey, A.B., Assistant in Chemistry; Mabel Lainhart Parmelee, A.B., Assistant in Music; Violet Stocks, A.M., Assistant in Mathematics; Elizabeth Stone Gregory, A.B., Demonstrator in Geology; May Sutherland Kissock, A.B., Instructor in Hygiene and Physical Education; Marion O. Wood, Instructor in Hygiene and Physical Education; Florence Yothers, Instructor in Hygiene and Physical Education; Isabel Brodrick Rust, A.B., Assistant in Hygiene and Physical Education; Mabel W. Kent, A.B., Assistant Registrar; Margaret Augusta Smith, Secretary to the Faculty Committee on Recommendations.

#### APPOINTMENTS\*

Professor John Spencer Bassett, Ph.D., has been appointed head of the Department of History and placed upon the Sydenham Clark Parsons Foundation as Professor of American History.

Sidney Bradshaw Fay, Ph.D., Professor of History at Dartmouth College, has accepted an appointment as Professor of European History. He has been connected with Dartmouth College since 1902. He is a member of the Verein für Geschichte der Mark Brandenburg, the American Historical Association, the American Economic Association, and the American Political Science Association. His published works include a History Syllabus for Secondary Schools,—a Syllabus of European History from 375 to 1870 (which was published in collaboration with Professor Herbert D. Foster), and contributions to the *The Nation* and the *American Historical Review*.

David Camp Rogers, Ph.D., of the University of Kansas, Professor of Psychology to fill the vacancy created by the death of Professor Pierce. Dr. Rogers was Assistant and Instructor at Harvard in Social Ethics from 1903 until 1909. Since then he has been Assistant Professor of Psychology at the University of Kansas.

\*The academic history of all the new appointees will be published in the fall in the appendix of the President's Report. See report also for further appointments.

William John Miller, Ph.D., Professor of Geology. A detailed account of Professor Miller was published in the April QUARTERLY.

Regis Michaud, Licencié ès Lettres, Associate Professor in French.

Roy Dickinson Welch, A.B., Assistant Professor of Music. Mr. Welch graduated from the University School of Music at Ann Arbor in 1907, and from the University of Michigan in 1909. He is a member of the Phi Beta Kappa Society and has studied in Paris and Berlin under Swayne, Lhevinne, and others. He taught piano in the Michigan University School of Music, 1907-1910, and returned as teacher of Theory and Appreciation of Music in 1912. Mr. Welch will give his attention to History and Appreciation of Music at Smith College.

Arthur Taber Jones, Ph.D., Assistant Professor of Physics.

Marion Shepard, M.D., Assistant Physician.

The following promotions were made in the Department of Elocution: Miss Clara Belle Williams to the rank of Assistant Professor, to continue in charge of the Department; Miss Annie H. Allen to the rank of Instructor.

#### AS RESIDENT FELLOWS

Elizabeth Stone Gregory, A.B., Fellow in Geology.

Laura Keziah Pettingill, A.B., Fellow in Greek.

Marion Thomas Pleasants, A.B., Fellow in Botany.

Margaret Washington, A.B., Fellow in Zoology.

#### AS NON-RESIDENT FELLOWS

Esther Crane, A.B., Fellow in Philosophy.

Mary Murray Hopkins, A.B., Fellow in Astronomy.

#### SABBATICAL ABSENCES

John Tappan Stoddard, Ph.D., Professor of Chemistry.

Elihu Grant, B.D., Ph.D., Associate Professor of Biblical Literature.

#### THE NOTE ROOM

It is done!

Clang of bell and roar of gun!

And it surely has been fun!—if we may add to the words of the great poet—Spring

term has gone off with *éclat*. Signal achievements in all lines—athletic, governmental, artistic, and even academic—have characterized these swift weeks, as any attentive reader of the *Weekly* can testify. A great deal of time and acumen has been spent by the student body in discussions of all sorts—the great questions of caps and gowns, suffrage, the permission system, and so forth. Nineteen fourteen followed the illustrious example of a long line of predecessors and voted not to wear caps and gowns. Public opinion has applauded this decision, and one anonymous writer suggests that if we should be driven to adopting a uniform we might at least wear white gowns instead of black.

As a result of the great debate in the winter term, a Debating Union has been organized, with very definite requirements for membership. We quote from the *Weekly*:

Approximately four hundred students signed the petition which has been granted to form a Debating Union. An opportunity will be given to everyone in college as well as to those who signed the petition to compete for membership in the Union on Thursday, May 7, and Saturday, May 9, at seven o'clock in the Students' Building. The two subjects, from which a choice can be made by the individuals trying, are:

"Resolved, That students should be allowed to visit courses in which they are not enrolled"; and

"Resolved, That all freshman should be on campus."

Those signing up to try should be prepared to speak for two minutes on either side of the question they choose and to refute either side.

Other novelties of the season are the clipping bureau, by which we can be kept informed of what the great world is saying about us, the installation of fire-alarms on every floor of Seelye, Lilly, and College Halls, and an Alma Mater Song Contest, won by 1916. This custom had fallen into disuse in the last three years, and everybody is delighted to see it revived.

The Field has been a gay place in spite of all the rain and the dew. Early in the term an editorial in the *Weekly* dwelt on the value of athletics as a preparation for Real Life, and the college evidently believed every word. Everybody has signed

up with gusto, and the bulletin room at the gym has been a busy spot. As usual, there has been a slight disagreement about tennis courts. The method devised for signing up directly after chapel for that afternoon and the next morning has been severely attacked as a temptation to cut chapel. An ideal system of tennis administration would be a valuable decennial gift for some class to make.

Prom was a really glorious occasion, in spite of the familiar rain which spoiled the garden party. The Entertainment Committee yielded to much beseeching, and allowed dancing in five campus houses in the afternoon. Thursday was an ideal day for batting, and in the evening everybody went to the theater to see "The Things that Count," feeling that Prom was included in the title.

The permission system is fully explained elsewhere in the *QUARTERLY*, but it would take many *QUARTERLIES* to contain all that has been written and said and thought on the subject. This great question together with the honor system of keeping the ten o'clock rule have called forth interesting appeals for loyalty. "We are passing through a crisis in our college life," cries one zealous maiden, "We are experimenting with the honor system in regard to the ten o'clock rule. The faculty do not watch for dishonesty in written lessons; it is not necessary, for Smith College students do not cheat. Let us give renewed proof of that fact. If we fail, it will mean that our honor has not stood the trial."

And another snappy opinion followed:

"Girls haven't half so great a sense of honor as boys." Did you ever hear that said? Did you resent it? In a place where fifteen hundred girls are gathered together, there is pretty good material for determining both exceptions and rules. Therefore the honor system about lights will mean that we are throwing much weight either toward the fulfillment of that above mentioned "rule" or toward its flat denial. *We must deny it.*

Have we honor, upon which to build an honor system? Most assuredly. Well then, for the sake of ourselves, of Smith College, and of the name of woman, let us keep our consciences awake and true to the trust. We are in public view, set on a hill as it were. Therefore, let *not* your light so shine!

But we are not entirely occupied with our own hectic problems. By varied efforts the students have raised a Wellesley fund of over fifteen hundred dollars, the largest sum, President Pendleton says in a letter to the Council president, that has been received from any one college. Many a private contribution, many a thé dansant, all crowned by a huge combination circus and dance brought the fund up to a satisfactory amount.

The senior sings have been great occasions, faithfully attended by all the students and many of the faculty, who evidently enjoyed hearing what they went up on. Fourteen always did sing well, and their songs were worthy of their voices. A great favorite begins

I never heard of anybody dying  
Of battling, did you?  
I've often heard of pretty maidens sighing  
At missing a bat or two.

Another gives an elaborate directory of the campus, ending

On your right you see the Library  
On your left you see the Gym  
Just in front you see the seniors  
But have you seen—your pin?

And 1915 promises to furnish worthy successors, for they sang a really lovely song in taking possession of the steps, and were requested to sing it frequently during Commencement.

President Burton's appeal at the first chapel of Spring term for a sane attitude during the rest of the year has been approximately lived up to; but as to his request that the seniors forego all that was sentimental—how could you expect that? S.S.

### COMMENCEMENT WEEK

"From June 13 to June 16, Smith College will be formally—and informally—at home. She is to introduce her youngest daughter; and it is her custom and her great desire to be assisted on such an occasion by the daughters who have earlier left her roof-tree. . . . They know that they are welcome and yet the College is glad to tell them that they are looked for and longed for. . . ." So the cordial word of invitation went forth two months ago and the very thing happened that is always to be expected of our family, namely, hundreds of the daughters of

Smith College put the date down in their hearts and on their calendars and on the appointed day (and any day is the appointed day for that matter) "a thousand feet were marching back the old familiar ways."

And now once again it is all over! Smith College has introduced "her youngest daughter"—1914, a composite of 319 intelligent gentlewomen—to a waiting world, and she and all her many hundreds of older sisters have gone out from their Alma Mater taking with them that intangible "something" for which I have tried in vain to find a new name at this commencement time. But after all, why should I try—for the "spirit of commencement" itself is ever as old and as new as the College. It hovers over every inch of the campus, in every leaf of shining ivy, in the friendly grasp of every hand; and it abides in the hearts of all who answer to its call. And we do answer joyously and eagerly, for although we cannot give our feelings a name we know that the five days here renew in our hearts some vital spark that we need always and cannot seem to keep alive in any other way.

It is a bit difficult to know just when commencement really begins in these days when the younger classes at least come trooping back in the first days of June and burst out in their regalia almost before the rout of final exams has assured the seniors that there really is going to be any commencement at all. The canaries of 1913 migrated south, north, east, or west—at any rate "back to Hamp"—days in advance, and flew to the gallery in chapel Friday morning. On that same morning Miss Snow moved herself and all her impedimenta from the Club House to Number 4, Seelye, flung the door wide to the clamoring early comers, and from the alumnae point of view the curtain was raised on Commencement.

We were glad to see that the package of tickets with which we were presented this year had resumed its erstwhile brilliant coloring. Last year so many white ones made us feel that we were going to the same festivity over and over, but the green for admission to the campus Monday night (of which more anon), blue



for Last Vespers, brown for Collation, and so forth, proclaimed at the outset the bewildering variety of events which we were urged to attend. Next year there "ain't a going to be no" Seelye 4 for we will be in our aesthetic new offices in College Hall. We hope they will be as sociable and convenient as Seelye 4 where the registration cards and the tickets wave one in a neighborly way towards the *Weekly* and the QUARTERLY and the Alumnae Association, who all crave the privilege of putting you on their lists for another year. (Those who in a rash moment brought their pocketbooks testify that the sun shone more brightly when they went out from Seelye 4 with their several receipts folded neatly into them than it did when they went in. It sounds reasonable!)

And what hosts of familiar faces one did see in Seelye 4 to be sure! Not only people back for their regular reunions, brave in numbers and song books, but ever and again an "irregular," the reuner of yester year or perhaps next year. The fact is that the "spirit of commencement" is no respecter of reunions and it sends out to every daughter of Smith its clear call to come back and play and work too—for very many of us *do* work at commencement time. Also, if the whole truth were known, it may be that the irregulars, or the "odds and ends" as they were called this year, were kept so busy at their own reunions in the years that are gone that they rejoice in the opportunity of coming back when there are no class parties and one can go out into the daisy-filled meadows and the laurel-crowned hills and catch up with one's soul.

You all remember what "really, truly" June days are in Northampton, and so there is no need to tell you of the blueness of the sky, of the outline of the mountains against that blue, or of the glory of the sunsets; and if you will shut your eyes and conjure up the vision you will know exactly the way the stage looked at the beginning of this Commencement. And however bromidic it may be to talk about the weather, you know and I know that the subject of weather at commencement time is not to be treated lightly. It was cool! Indeed one day—no, order must be preserved at all costs and the next in order is

SENIOR DRAMATICS—We went to "The Tempest"—all we wise ones who have seen class after class achieve success in so much of Shakespeare—saying, "Why did they choose it;—no one has ever given 'The Tempest' successfully." We came away in a dream, so charmed and entranced that when we waked, "We cried to dream again." From the moment the lights went out on the truly splendid shipwreck to the dramatic tableau of Caliban, bewitched by the haunting melodies of the spirits of the air, stretching his uncouth arms to heaven, we too were bewitched by all the "sounds, and sweet airs, that give delight," by enchanting allurements of nature, and by the charms of dainty Ariel. As Mr. McCracken said in the review that he wrote for the *Weekly*, "It is a matter for lasting congratulation that Smith dramatics has found room for a Tempest which presented truly the dramatist's intention,—to tell a tale with charm."

Since 1889 Senior Dramatics have come and gone and never a Tempest among them all. "How could we give Caliban!" we said. And yet in this production of 1914, above the charm of Miss Ball's Ariel, the youthful fervor of Miss McMillan's Ferdinand, the dignity of Miss Rost's Prospero, and the sweet innocence of Miss Bancroft's Miranda, rose the sympathetic conception of the Caliban of Miss Upjohn. She so spiritualized the emotional elements in that most pathetic of all brute-men that he made an appeal that will not be forgotten by any who saw him.

To Miss Williams, Mr. Young, and all those who for many months have given much in toil and strength to the production, we would say a word of most sincere congratulation. The play was staged delightfully; no detail was lacking in costuming, scenery, dancing, or all the delicate devices which gave it finish. Music so permeated the air that a special word of appreciation should be spoken to those who composed it and to the orchestra who interpreted it so well. It adds a touch of local color to know that Miss Prutsman, Trinculo the jester, fashioned—if we may use the word—very many of the entrancing songs and dances, and in her cap and bells went down into

the orchestra and played one or two of them.

Nineteen fourteen may be forgiven if, when she writes at the bottom of the ever growing list of senior dramatics, "1914, The Tempest" she says, "The last is the best of all the game." The alumnae may say, "the best *but one*," but 1914 will remember the enthusiastic, loyal ring of the serenaders that on Saturday filled the topmost seat in the Academy with their song, and she will be content.

We were glad to see this list on the program:

#### FORMER SENIOR PLAYS

- 1889 Electra
- 1890 Job
- 1891 The Spanish Gypsy
- 1892 Colombe's Birthday
- 1893 Athalie
- 1894 Passe Rose
- 1895 A Midsummer Night's Dream
- 1896 As You Like It
- 1897 Merchant of Venice
- 1898 Much Ado About Nothing
- 1899 The Winter's Tale
- 1900 Twelfth Night
- 1901 The Taming of the Shrew
- 1902 Romeo and Juliet
- 1903 Love's Labors Lost
- 1904 Sakuntala
- 1905 As You Like It
- 1906 Hamlet
- 1907 Much Ado About Nothing
- 1908 The Pretenders
- 1909 A Midsummer Night's Dream
- 1910 The Winter's Tale
- 1911 The Merchant of Venice
- 1912 Macbeth
- 1913 The Taming of the Shrew

LAST CHAPEL—Senior dramatics is of course a real commencement event but it is at "last chapel" Saturday morning that we alumnae receive our first real welcome home, a welcome so cordial and sincere that we feel at once that we belong, even in the strange roominess of John M. Greene which is still new to many. We do wish that last chapel were not also our *first* chapel for the exercises are very beautiful, and many a time in all the week days of alumnaehood we would give much for the privilege of starting a particularly puzzling day with just those twenty minutes of quiet.

This year President Burton greeted us in a peculiarly happy way for he told us that in welcoming us he felt as if he were arising at his own dinner table and welcoming his own family, for the alumnae all

belong here, and he was rejoiced to see that so many of us had come back home. It is safe to say that the rejoicing is mutual. The review of the year that he gave us was interesting as always. The summer vacation is to be a time of activity: the Biological Hall is to be ready for occupancy next year; all possible means for fire protection are to be perfected; improvements are to be made in the Art Gallery and also in Music Hall—pending that glorious day when someone shall present us with that inevitable isolated Music Hall—; there is to be an addition to the Lyman Plant House, and the Hatfield House will receive the new facilities which have been added to the other campus houses. The final step towards centralizing the offices of the College in College Hall is to be made this summer when the offices of the Alumnae Association will be moved there. "So," said the President, "if any seeker after information once gets into College Hall it will be difficult for him to get out without finding out what he wants to know." There are many things that the College needs, among them a suitable Physics Laboratory, a college infirmary, a central heating and lighting plant, and always more residence halls. At present we have 19 residences—16 dormitories and 3 others—in which we care for but little more than half of our students. We need at least fifteen more. "The transportation of money into character is a great thing, and there are many ways in which \$3,000,000 would do that here." Indeed we were made to feel the necessity of these things so keenly that in the alumnae parade—again I anticipate. The million dollar fund prospers. We have reached the two-thirds mark of actual cash on hand, and already the salaries of the faculty have been raised and the teaching force has grown in numbers and strength.

The great problem with which the faculty is now wrestling is the revision of the curriculum. No announcements can be made as yet but whatever happens Smith will continue to stand as a college of liberal arts. We were interested in the following statistics by which President Burton proved, if proof were necessary, that Smith is not a local but a National Institution. There are 1559 students

here this year, representing every state in the union excepting Wyoming (which is earnestly and respectfully requested to send us a student).

	New Eng.	Central	Southern	Western
1909-	647	546	44	397
1910-	637	524	48	392
1911-	610	500	40	355
1912-	619	490	57	362
1913-	607	500	78	356

From the student view-point this year has been an important one. The establishment of a Debating Union and a Suffrage Discussion Club testify to the growing desire for a "candid search after truth," and the new Permission System [see page 211] bears evidence of a very sincere attempt on the part of the faculty to meet the desires of the students. The generous response to Wellesley's need (a cheque for \$1507 was sent by the undergraduates) is a gratifying proof of our broad sympathy. There has also been a tendency to economize this year. The year has been rich in opportunities to hear notable lecturers and musicians and to view art exhibitions. Among the gifts to the college President Burton spoke with especial appreciation of the bas-relief in bronze of President Seelye which is the decennial gift of the class of 1904.

In conclusion he spoke of the College itself, of its ideals and its high hopes.

The College stands for womanhood and character, and we ask the loyal coöperation of all the students and alumnae to help us to realize these ideals. God forbid that anyone who goes out from this place do anything to bring disgrace on the fair name of the College. We owe our loyalty not only to ourselves but to the ideals of the College and to everyone who has gone out from its halls before us.

**THE BAS-RELIEF OF PRESIDENT SEELYE**  
—A great many of us went directly from chapel to see the bas-relief. It is hanging in the vestibule of the west entrance to Seelye Hall. The walls of the vestibule have been tinted a soft buff. The figure is life size and is most satisfying to all of us to whom our beloved President will ever be our first "Guide, Philosopher, and Friend."

The annual meeting of the Students' Aid Society was held in Seelye Hall after chapel and the annual meeting of the Alumnae Association at two in Assembly

Hall. These meetings are reported elsewhere. The Faculty Tea in the afternoon was a pleasure to us all.

In our informal stroll through Commencement we must no longer delay a visit to the ALUMNAE ART EXHIBITION. This indeed is something new under the sun and you must read all about it on page 209. We enjoyed the exhibition for three reasons: first, because it made us tremendously proud of all our artistic alumnae; second, the knowledge that we, personally, were acquainted with so very many notables raised ourselves in our own estimation, and third, the exhibition rooms were such a delightful place for a quiet chat with someone whom-we-hadn't-seen-for-years-but - hadn't - the - slightest - idea - how - we-had-gotten-along-without-for-so-long, that we dropped in more than once.

By the way, there were automobiles to be dodged on every hand. They were buzzing about, bedecked with the reuning flags of the proud possessors (indeed the allegiance of at least one was divided between 1879 and 1913), and honking up and down the streets of our erstwhile peaceful river valley much to the bewilderment of the unwary. One alumna, quite a *young* alumna, was heard to remark feelingly, "And to think that in my day I never went to Deerfield because there was no way to get there except to walk, and to-day I have been whisked not only there but a dozen miles beyond and haven't missed a festivity." Smith College abides in very truth, the essentials are unchanged, and part of the glory of the spirit of commencement lies in the fact that in spite of all the new things we can all lift up our hearts and sing:

May thy children thee addressing,  
Alma Mater,  
Still with grateful praise unceasing  
Seek with loyal hearts thy blessing,  
Alma Mater.

One of the reunion poems of the class of 1899 said all this so aptly that we are quoting it in this place instead of with their regular report, so that all may read it for we all crave membership in '99—"in so far forth."

"IF"

If you can keep your head while all about you  
Are looking at the way you wear your hair;  
If you can lose yourself upon the campus,  
And start again and say you do not care;



If you can play the fool in the processions  
 Unconscious of the candor of your clothes  
 Nor even hear the passing freshman asking,  
 "What kittenish Methuselahs are those?"

If you can hear the roar of newer dragon  
 Without the wish to step upon his tail,  
 If you can meet the boast of younger ball-team  
 And yet don't flush too red nor turn too pale;  
 If esoteric stunt can set you smiling,  
 If unfamiliar song can win your praise,  
 If dazzling dresses do not start you talking  
 About the simpler frocks of other days.

If you can coax the tongue of Johnny Doleman  
 To tell of hoary crime and midnight wake;  
 Or lunch at "Inn" or "Kettle" without speaking  
 About the pies that Boyden used to make.

If you can hear the slogan, "Votes for Women,"  
 Without a shiver running down your spine,  
 And never even whisper to a comrade,  
 "We did not *thus* and so in '99!"

If you can see in the young faces round you  
 A likeness to the girl that once was you—  
 A little ghost that whispers to you softly,  
 "For my sake you must love these others too"—

If you can fill each minute of Reunion  
 With sixty seconds' worth of joy and cheer,  
 Then you belong to '99—I *know* it,  
 And more than that,—*you're very young, my dear!*  
 BERTHA REEVES LAWS.

SUNDAY—Sunday morning dawned  
 "most beautiful, most bright." It was  
 one of those clear, "heavenly" days that  
 often come to Northampton in the spring  
 and that beckon one out into the country  
 over the hills and far away. The care-free  
 alumnae, the families, and above all the  
 seniors rejoiced, and who shall say that  
 they did not bring back to Baccalaureate  
 a deeper spirit of worship because of the  
 peace and the beauty of the hills and  
 meadows.

It seems to me that if one must choose  
 among all the events of Commencement  
 for the one which typifies most completely  
 the spirit of commencement it is the  
 Baccalaureate service that one would  
 choose. It is so dignified and beautiful  
 that I know not how anyone who belongs  
 to Smith College can fail to realize anew  
 what high responsibility and privilege are  
 hers. The procession of the seniors all in  
 white is very impressive. This year the  
 anthem, "King all glorious," and the solo,  
 "Fear not ye, O Israel," were particularly  
 lovely. The prayer was offered by our  
 well-beloved President Seelye. There is  
 no voice in all the world like his, and Com-  
 mencement without his prayer would  
 leave a longing in our hearts that nothing  
 else could fill. President Burton's sermon

was so fine that it is quoted elsewhere.  
 We sang "O Love that will not let me  
 go," and after President Burton's benedic-  
 tion we went out with 1914 "to lay hold  
 on the life which is life indeed."

LAST VESPERS—"The old order chang-  
 eth," and the last vespers of to-day is very  
 different from that of five or six years ago  
 when we sat in the dim light of the old  
 chapel and listened to "the musing  
 organist beginning doubtfully and far  
 away." Now there are programs and a  
 scripture reading and besides the organ  
 and piano there is a solo and an anthem by  
 the choir. The two services are so dif-  
 ferent that they cannot be compared, but  
 surely the music of the last vespers this  
 year was too lovely to allow many vain  
 regrets for the passing of the vespers we  
 used to love.

IVY DAY—Even before we arose from  
 our beds or even looked out of the window  
 there was a certain feel in the air that told  
 the pessimistic that the sun was not usher-  
 ing in this Great Day with a triumphant  
 burst of glory, and even the clear con-  
 fidence of the optimists was so shaken that  
 they hardly dared turn their backs on the  
 weather long enough to don their white  
 clothes and class regalia. Everyone came  
 down to breakfast in a pseudo cheerful  
 mood and invoked the blessing of the  
 clerk of the weather with every hurried  
 mouthful. However, it turned out that  
 we had rather maligned old Sol for he was  
 only hiding his face out of pity for our  
 wilted condition in the parade last year,  
 and was figuring on keeping very close  
 behind the clouds all the morning long.  
 And so it befell that for once in the history  
 of Ivy Days, the sky was a restful gray and  
 the air was deliciously cool. We hope that  
 the head ushers of the Ivy Procession  
 and the chairman of the alumnae parade  
 will jot down the recipe for such weather  
 for the guidance of future committees.

After years of vain searching for words  
 colorful enough to describe the alumnae  
 parade, I still find myself tongue-tied, or  
 rather "pen-tied" before the task. The  
 orchard at nine-thirty looked as though all  
 the birds of brilliant plumage from all the  
 tropical jungles in Christendom had sud-  
 denly decided that there was no place in  
 all the world but the Smith College campus

and had thereupon flown on the wings of the morning, settled down under the apple trees, and burst into melody. "Melody"! well that may be a bit exaggerated but at any rate there was much joyful noise. There was also much highly diverting gamboling on the green to the accompaniment of various musical instruments. Eventually the real band struck up and the procession started off back of the Chapin, *up* observatory hill (did the committee feel that to go *down* as last year was too much of a concession to age!) and so across the campus to Lilly Hall where President and Mrs. Burton were waiting to review it. President Burton said that he, too, had no words in which to tell what a tremendously inspiring sight it was from the minute the great white and gold banner came in sight until the very last 1913 "baby alum" had given him greeting. The very crown of the procession was the class of 1879 who so valiantly has led our alumnae procession for thirty-five years. They wore green rosettes on white and carried chic green parasols. The reuning classes were most prominent of course, but be it our proud boast that there was no gap in the ranks and each non-reuning class was every bit as proud of its "remnant saved" and the nattiness of its costumes as was any reuning class of its gaily caparisoned hundreds. 1884 were very aesthetic in their light blue and green capes, white parasols with blue numerals, and forget-me-nots; 1889 also carried parasols decorated with yellow "'89" and a Greek border, and wore yellow togas; there were eight children of 1894 (and indeed nearly every class had at least a class baby). They wore red ribbons and their mothers and many aunts had camp stools and a red "'94" on their parasols; 1899 were jolly jesters in green and white, fool's cap and bauble and girdle jingled merrily with countless bells, and their line was a pleasant thing to see and hear. The class of 1904 bordered on the stunning in their stylish purple military capes and aigretted hats; their real feature was the marble arch upon which was inscribed with touching modesty, "Smith welcomes her favorite daughter, 1904"! 1909, the original yellow jackets, were most attractive in blazers, panama hats, and yellow

parasols and were very proud of the baby in line bearing the sign, "Smith 1935"; "trim and snappy" 1911 was in white with green hats, beads, and suede belts; we refer you to the reunion report for their clever line and stunts—policewomen, "cow-girl" and so forth—, and also for 1912, who although not reuning, bore aloft fifteen scarlet dormitories. Music Hall playing disconsolately on a toy piano walked by itself, isolated by many feet from everything; 1913 two hundred strong were very gala in yellow hats and peplums, their monocled eyes looked trustingly on all the world, and the yellow balloons proclaimed them the "baby alums."

Nearly all the classes saluted the President with song and several did "stunts." They were doubtless very amusing but the delay caused was considerable and we think there should be a time limit. There was no concerted singing (we speak advisedly for singing by everybody there had been) until all the classes had passed in review and then the band burst out into the song of last year and we sang it straight through. After that we lined up on either side of the canvas by the Students' Building and while we waited for the seniors sang lustily to ourselves and to our opposites; but when President Seelye started down the line bowing to left and right with gentle courtesy we forgot all the classes that ever came to Smith and the old song rang out once more, "Here's to President Seelye, for we love him very dearly." The Ivy Procession is always a lovely thing and we greeted 1914 heartily. The invitation of 1913 to "Come on over here, Senior dry your tear, Come and join the alumnae—" was particularly appealing. We hope that if there is an alumnae day next year more of us may go to both the outdoor and indoor Ivy Exercises for all that we hear about them makes us envious. This year the programs seem to have been particularly delightful.

As for our own RALLY, it was, as Mrs. Parsons said, "delectable." It was "mostly moving pictures" and if all moving pictures were as funny as ours the legitimate drama would be forced out of business. Of course there was at first a large amount of singing for it's a curious fact that modest as we all are individually,

collectively we are loud in our own praises. The class of 1904 sang us a very lovely Alma Mater song which many of us are in favor of adopting another year.

The first picture was a skit written by Olive Higgins Prouty, 1904, and was called "Every Woman between 8:30 and 9:30 A.M." Again we regret the absence of all moving picture paraphernalia in the QUARTERLY's impedimenta for in no other way can I give you even a notion of how amazingly funny it was. The "hectivities" of that one hour fairly tumbled over themselves for our delectation: the mother, the baby, the bath, the cook, and the telephone, and the telephone, the cook, the bath, the baby, and the mother, and the Montessori child who, having solemnly requested her mother not to interrupt her while she was so busy developing her own personality, proceeded to get herself half in and half out of her leggings until the audience was absolutely helpless with laughter! Alas that you did not see it for yourself, for it has forever gone from your film of life. We who saw it will have something to chuckle over on many a rainy day and perchance it may add a touch of humor to some of our own "hectivities."

The next picture was the "Class of 1879 as it ought to look." Behold 40% of the class (four) lame, halt, and blind, looking and acting at least one hundred. The ridiculous contrast to the class of '79 as it is—hadn't we seen it setting the pace in the procession fifteen minutes before!—was too much for us all and our applause was hearty to the point of uproariousness. Then 1884 did a dramatic scene from one of its plays. One of the actors, Mrs. Dey, was wearing her commencement dress of thirty years ago! There was a song by the jolly jesters of '99, some dancing by the follies of 1909, and then a light opera by 1911. The songs were so clever and the lines so good, they wanted us to print it and we wish we could. See page 265.

Some people worked amazingly hard over this diverting rally and we who sat comfortably in the seats were and are most grateful. So here's to 1904 and all the rest!

Monday afternoon there were so many

things on the tapis that we fairly got in our own way rushing from one to the other. The Class Secretaries' meeting for the selected few will be reported in November. There were several athletic events at the Allen Field and we are proud to quote from the *Weekly* that, "The alumnae proved that they are by no means the decrepit beings that they pretend to be." Also, the alumnae having won one of the two games of basket ball, the *Weekly* says that a freshman said: "If they are as good as that now, what must they have been when they were in college?" Poor child, she can never know!

The closing recital of the COLLEGE ORCHESTRA was one of the things that no one could afford to miss. It is easy to fall into the way of exaggerating here at college but it is difficult to see how one could exaggerate the beauty of that concert. Those of us who have heard the orchestra many times never cease to marvel at its achievements, but the effect produced on those who heard it for the first time was little short of overpowering; and truly it is incredible to think that it should play so beautifully such a program. It was all lovely: orchestra, piano, and the solos, which were sung very simply and with the poise that many a concert singer lacks. Once again we make our obeisance to Miss Holmes and all the music faculty of the College.

After the concert, the society reunions beckoned on every hand and everyone was so busy hurrying hither and yon that when the heavens opened and the rain fell in torrents our first feeling was utter astonishment—we had forgotten all about the weather since early morning; the next feeling was one of dismay as we saw Mr. King and his satellites hurriedly collecting all the lanterns that make of ivy night our fairyland. Again the optimists came to the front and hopefully assured us that it was only a summer shower and so indeed it was, for although the rain was still falling when the Glee Club concert began—not alas on the steps of the Students' Building but in John M. Greene,—the western sky was pink with the promise of the stars that would surely shine. One of the loveliest sights I saw in



all Commencement was half an hour later when I looked through the windows of the hall and caught a glimpse of the swaying lanterns glowing with color against the darkness of the night. Mr. King was no more willing than we that the campus should be in darkness on our Night of Nights, and although the lights on the lower campus were not strung again, there were enough elsewhere to make us very gay. Indeed the lower campus itself was quite the prettiest thing to be seen, for there stood the new Biological Hall resplendent with lanterns in every window. It can never again mean just "pure science" to those of us who saw it then. We do not forgive the shower for one thing however. It led the Guardians of the Gates to believe that the town would not want to enter and so no attempt was made to take tickets. The result was a more crowded campus than we hope ever to have again.

Although we alumnae were not bidden to the President's reception, we loved the festive beauty of the terraces around the Chapin and rejoiced that the evening was so cool for the seniors and their guests. Some of the faculty were receiving us in the Art Gallery.

How can any one pen describe the color and the motion and the song of ivy night! The class of '79 exercised its prerogative and received at the Dewey; '84 in their floating blue capes greeted everyone most cordially from the steps of Seelye Hall and entertained them hugely with a few well chosen and perfectly recited lyrics; the red lanterns of '94 were abroad. 1904 gravely planted a tree in the gardens and disported itself (or themselves, I am weary trying to determine whether a class is singular or plural) gaily with its marble arch; the jingle of the bells of '99 merrily filled the air, and '09, '11, and '13 were anywhere and everywhere with colored lights and singing. Always the spirit of song presided over the revels. The non-reuners wandered at their own sweet wills and 1901 spent most of the evening in tunelessly informing everyone that she was "going to tell your mother, seen you a setting on the damp and dirty ground." And the ground *was* damp, there was no

denying that. The junior ushers and the seniors were out by hundreds and they really did the best singing. At ten there was the usual rush for the Chapin when 1914 escorted the President and Mrs. Burton home. Of course all the alumnae went too and sang to him right loyally. The speech for which we all clamored was very much appreciated. And then did we all go home? Not at all; we went back on the campus and kept right on singing. The ushers sang their lovely song to 1914; there were odd sings and even sings, songs to old Smith College and to 1914, as was right and fitting for it is *their* ivy night, and although at eleven the campus was dark (and *very* damp) and the singing hushed, who shall say whether or not ivy night was over!

Commencement day was clear and bright, but oh so cold and blowy. It is hard to believe, but I can prove it by telling on a certain Most Moral Official who shamelessly absconded with somebody's sweater and said she would return it when she got warm.

THE COMMENCEMENT EXERCISES—The procession of the faculty, who marched from the library, was dignified and impressive. We like them in their academic robes. At the exercises the B.A. degree was conferred upon the 319 members of the class of 1914 and M.A. on ten candidates: Esther Crane, B.A., Smith 1910; Florence Rose Elwell, A.B., Vassar 1911; Marian Vera Knight, B.A., Smith 1912; Helen Flora McAfee, B.A., Smith 1903; Elizabeth Merritt, B.A., Goucher 1911; Florence Kellogg Root, B.A., Smith 1906; Helen Cromwell Rose, B.L., Smith 1898; Alice Thing, B.A., Bates 1913; Ruth Vaughan, B.A., Smith 1908; Florence Henrietta Weeks, B.A., Smith 1912.

The honorary degree of LL.D. was conferred on Miss Mary Mills Patrick, President of the American College for Girls in Constantinople (Miss Patrick was not present), that of Sc.D. upon Miss Ellen Gleditsch, full professor in the University of Christiania and an authority on radium, and that of L.H.D. on Professor Mary L. Benton who leaves us to become Dean of Women at Carleton College. The enthusiasm with which we greeted Miss Benton

testified to our affection for her. The address was delivered by the Reverend Charles E. Jefferson, D.D., of the Broadway Tabernacle, New York City.

COLLATION was in the Students' Building this year because the basement of the gym is so full of a number of things that there is no room for our chicken and lobster salad. We liked the change because the whole building was thrown open and there was a delightful sense of room for everybody, and we hobnobbed with our faculty and alumnae friends until a big bell shoed us out unceremoniously to make room for the next to youngest and very youngest debutante alumnae.

We gathered at 2:30 for the assembly which demanded so much space that you will find it on page 223.

And then came Tuesday evening, the beginning of the end. Class suppers were the order of the night—1894 and 1909 had theirs Saturday night and were duly serenaded—and they do say that never before were the presiding "genii" so scintillating or the toasters so witty. Those of us who were not reuning were a little inclined to doubt it but were not so ungracious as to say so because we "odds and ends" weren't refused admittance to a single feast. We shall remember that, O ye reuners, in the days to come. President Burton was greeted royally at every board and the classes visited also by President Seelye were touched with an almost holy joy. Sooner or later nearly everyone gathered around the gym where 1914, really the queen bees, were feasting with tantalizing laughter and song.

But when Wednesday morning dawned, the laughter and song was neither on their lips nor in their hearts. And what wonder! Even we alumnae, who rejoice in the glad fact that we *are* alumnae, once had our last class meeting, and we do not forget. All day Wednesday the carriages and express wagons hurried up and down, the automobiles honked their last goodbye, and the alumnae went away, weary of foot but with their minds and hearts filled anew with precious memories and the joy that abides forever. It was not until one of the "small suitcase boys" said to me dolefully, "Are they all gone?" that I

really awoke from my five-day-long-dream and looked about me, and an expression of utter mystification came over his freckled face when I replied, "Yes, they have all gone; there is nothing left here of all Commencement, but its spirit has gone abroad even unto the ends of the earth."

E. N. H.

## THE FIRST THIRTY-FIFTH

1879

Four members of the class of '79 were present at its thirty-fifth reunion, Miss Mary B. Whiton, Miss Eleanor P. Cushing, Mrs. Harriet Warner Palmer, and Mrs. Kate Morris Cone. The class supper was held at the Dewey House on Tuesday evening. As guests were Professors Tyler and Stoddard, and Professor Emerson from Amherst. A place was laid for President Seelye, and he occupied it for half an hour after his visits to the other reuning classes.

Mention was made of the absent members of the class, with extracts from letters. A brief appreciation was read, "Why Smith Girls Are Different," which had been sent by Mrs. Corinne Tuckerman Allen of Salt Lake City, a member of '79 for two years. [It will be found on page 238.]

Flowers were sent and visits paid, with singing, by the reuning classes of '99 and '04, and the hospitality of the Dewey House was never more perfectly administered. The occasion was entirely informal and delightful.

K. M. C.

## REUNION OF 1884

Twenty-four members of '84 returned to college for their thirtieth reunion and found "the last the best of all the game." The class colors, light blue and soft green, were in evidence in the parade in liberty capes. White parasols, decked with the class flower, the forget-me-not, were carried. At the alumnae rally some members of the class gave a bit from one of the scenes of their commencement play, the first Senior Dramatics.

The class supper was held at Rose-Tree Inn on Tuesday evening. To this occasion President Seelye gave a never-to-be-forgotten touch by his presence for a time, and when '84 invited him to say that they

had not changed at all in thirty years, he graciously replied that if there was any change it was only for the better. (This '84 already knew, but was glad to have confirmed in the highest court.) Eighty-four's Smith daughters, of whom she boasts five, were also introduced at the class supper.

The class of '84 has furnished to the Alumnae Association a president, a vice-president, a secretary, and two alumnae trustees. The class originally numbered forty-four, of whom two have died since graduation. We have nineteen husbands and fifty-six children. We boast of two grandmothers and three grandchildren. No new achievement remains for the next reunion but a great-grandmother. We have one college professor, one probation officer, three doctors, many workers in social, civic, and religious lines; and eighteen teachers, one of whom has recently called attention to the immortal youth of '84 by taking a lease of school property for ninety-nine years!

An old class song was revamped for the reunion by a member of '84, as follows:—  
In the days when Smith College was young in the land,

There lived old '84,  
And now we are back, a gallant band,  
Numbering twenty-four.

(Refrain)  
H-T-I-M-S  
H-T-I-M-S  
H-T-I-M-S  
Vive la '84.

There are concerts and rallies, Dramatics so fine;  
And still we remember the more  
That "Babette" was the first at Commencement  
to shine,

So we're proud of '84. (Refrain)  
On the night when the lanterns are lighting the  
green,

We make such a hit with our lore,  
That the young things who smile, yet love us the  
while,

Fall down on their knees and adore. (Refrain)  
Now 1914, if you wish for to see  
Yourselves, when aged ten and a score,  
As gay and as popular as now are we,  
Be faithful to "Smith" evermore! (Refrain)

Alice M. Mills.

### THE REUNION OF 1889

These words from '89 may serve as greeting to those absent from her twenty-fifth reunion from illness, bereavement,

necessity, or just lack of interest, as congratulations to all who were so fortunate as to be present at any time, and as a spur to all of us to plan from now on to return in 1919.

It was all so satisfying from our first glimpse of Anna Gilmour DeForest presiding so capably at our headquarters in Music Hall to the last goodbye as we scattered to our different homes.

Those of us who saw "The Tempest" given so admirably by the seniors were pleased to find on our programs a list of all the senior plays headed by the "Electra" of '89. In that first play costumes and scenery were executed by members of the class, in the last the delightful music had been composed and was excellently performed by members of 1914.

Fortunately Saturday and Sunday gave us an opportunity to visit with several whose duties made it impossible to remain longer. This brings up the question of the desirability of a change to Saturday night for the class supper.

We found that the growth in numbers had developed many of the old customs into something quite different from our day. Possibly a concerted effort by the alumnae would have permitted the quiet spirit of worship to have risen farther above the at times somewhat disturbing conversation of the worshipers at vespers Sunday evening.

Monday morning, draped in yellow himations and bearing aloft our colors and numerals on parasols, twenty-two of us marched in the alumnae parade close behind the college standard, led by the daughter of our class president. During the review by President Burton we sang the words composed by our class president,—class poet of twenty-five years ago. Later, while in line awaiting the seniors, we sang the words composed by Mary Thayer, writer of the Ivy Song in '89. President Seelye's slow passage down the long line touched the heart of each of us like a benediction. The fairy beauty of the campus was not lacking in spite of the shower and the grounds were alight with lanterns as on other remembered nights. Some of the uninvited visitors on the campus gave point to President Burton's appeal for



gifts of a new fence, gates, and approach to John M. Greene Hall. We gathered on the steps of the Music Building to practice our new songs and aided by Professor Tyler invented a class cry, which runs, "Alpha, beta, gamma, delta, we gave the Greek play, Alpha, beta, gamma, delta, we gave Electra." While it is natural to express the exuberance of our spirit in songs, have not the Smith alumnae the wit and ingenuity to invent something less hackneyed, more individual and perhaps expressing more real sentiment for our Alma Mater than some of the oft repeated songs, and so establish a precedent for alumnae day.

Although 1913 won the cup for the largest per cent of returning alumnae we should like to tell our younger sisters that they will have to look to their laurels when '89 comes back again because this year she was a very close second. We had 53% of our graduates present at one or more exercises, or including ex-members, 55½%; 50% at class supper; 42% in alumnae parade. Next reunion let every one register and be present at the count.

Twenty-five sat down at the class supper held at the Alumnae House and presided over by our president, Alice Johnson Clark, who did so much to make our reunion a memorable one. Alice Buswell Towle, who had spoken the welcome on ivy day in '89, acted as toast mistress, leading the speaking and informal discussions along most interesting lines.

A valuable contribution by Emma Sebring was read by Mary Colgan, followed by delightful speeches made by Anna Gale Lindsley and Ella Scribner Hopkins. Harriet Cobb made an interesting comparison between the girl of to-day and that of twenty-five years ago. Telegrams of greeting and regret were read from several absent ones, including our faithful secretary, Lucy Allen. We were deeply appreciative of the little visit made by President Seelye and his charming greeting will long be remembered. Later we had the pleasure of listening to a few interesting words from President Burton. Greetings from other reuniting classes reminded us that we are all daughters of the same Alma Mater. Anna Gilmour DeForest, who with Mary Gay-

lord Frick had so efficiently aided in the arrangements for the reunion, was elected president.

Mel Colgan, back for the first time, was so pleased with us that she had a flash light picture of us made for each one in memory of this most successful '89 gathering.

Let me add a word from my personal experience to the ex-members of the class. Come back and you will find a hearty welcome awaiting you and a place in '89, though you have not the pleasure of being a real alumna.

Before leaving, a half dozen of us had the added joy of viewing from the top of Mt. Tom the mountains, winding river, and quiet plain which, still unchanged, form such a beautiful setting for dear old Smith.

C. B. W.

#### 1894—OUR TWENTIETH

Ninety-four's Twentieth Reunion was a success in every way. Why? In the first place, its members responded heartily, so that, of a roll of 114, the large number of 49 returned, and 37 others sent word to us. Eleven children and one husband represented our families. We did not win the cup, but 35.85% of actual, living graduates is a good showing. We had enough loyal non-graduates to have raised our percentage seven points had they been counted in.

Having the class supper Saturday night was an even larger factor in our success. It was held that night in the hope (not disappointed) of having a larger number. Forty-seven were at the supper. We had a chance to greet everybody, to see who was coming back, to hear from the rest, and have a good long visit at once. The various committees saw the immediate results of their labors, and then settled down like the "high privates" to enjoy freedom from responsibility for the other three days. Tuesday afternoon they congratulated themselves that they did not have to run a class supper when they were too tired to enjoy it.

A third, and perhaps the largest reason of all, why '94's reunion was the "best ever," was that we were all together in our temporary home and headquarters at Mrs. Arnold's, next door to Plymouth Inn,

Here we hobnobbed to our hearts' content, overjoyed to have a "local habitation and a name" and not to be forced to drift from house to house on the campus, from Seelye Hall to the Students' Building and back again. We roomed together, ate together, talked together, sang and marched together, played with the class children—in a word, lived together for four happy days. The red electric "'94" over the porch was a blazing signal to lead us home, where Mrs. J. W. Bixler (Mabel Seelye), our "house-mother," saw that we were all comfortable. Here we were one—not a series of pieces ever struggling to get together, but an undivided unit, where every one felt as if she "belonged." Already the committee is getting an option on a house where we may repeat the plan five years from now.

The key-note of '94's reunion was its absolute and affectionate unity. Mrs. Arnold exclaimed, in surprise, "Why! You all know each other!" When President Seelye visited our class supper and asked for statistics, an informal roll-call of occupations was called. First stood the mothers, then the physicians, the teachers, and so on, with the following result for the forty-seven present.

Mothers, 23; Teachers, 10; Physicians, 2; Farmers, 9; Socialists, 2; Librarians, 2; Real Estate business, 1; Club Women, almost all; Suffragists, 22; Anti-suffragists, 7.

Keen was the interest of dear President Seelye, as he looked from one to another, seeming, as of old, to search our hearts with his piercing but kindly glance. Dear to us were his few words of praise for the members whose achievements had kept our class in his memory as a personal matter. We can boast of three faculty members, an alumnae trustee, and a school doctor in a neighboring town.

President Burton also honored us with a call and showed that to him, the older classes were the guardians of the spirit of to-day at Smith. Earnest were his words of caution as he urged us to influence strongly, by our wise choice, the character of the students sent to the college each year. Hearty was his laugh, with ours, when he trapped himself into a half admission that *his* twentieth reunion was not far off.

The Class Baby was our guest. She enters Smith in the fall, and is already counting on coming back to her first reunion when her mother returns for her twenty-fifth.

As our first toast was to "The Mother," so our best "hit" in the alumnae parade was the group of class daughters that led the line—eight in all. Many times did the applause from the side-lines call out the remark from Mrs. William J. Long (Fannie Bancroft), who had responded to the mother's toast at the supper, "These are only samples. We have lots more at home." (*More applause!*)

Our domestic attainments were surely exalted at this reunion, for did we not also furnish the very efficient nurse, "Martha," for the first Alumnae Moving Picture? Who else could have done that "stunt" with such scientific precision as our own Dr. Greenough?

Perhaps our campus singing Monday night proved the good effect of drill made possible by a headquarters-home combination. Our favorite song was one to a "Pinafore" air. Over and over we sang the chorus:

It's lucky for Smith that we (you) came here,  
And so for '94 (or some other class) let us raise a cheer!

You see, we have adaptability, too, for the words could be made to suit the occasion. Had we had time, on Tuesday, we should have added another stanza:

'Twas lucky for us that we came back,  
For of fun and good times there was never a lack.

And the class picnic! Always the best part of former reunions, it had to be repeated this year. Sunday afternoon we went by special car to Dr. Greenough's home in South Deerfield, had supper, enjoyed the beautiful sunset over the meadows, and returned in time for Organ Vespers. The song of the thrush and song-sparrows joined with our class sing. This time it was no air from "Pinafore," but our class hymn, "O God, the rock of ages," and other favorites, such as, "Day is dying in the west," and "Abide with me." Professor Tyler and Professor and Mrs. Wood honored us greatly by coming with us.

The executive committee credits en-

thusiasm for this reunion to a miniature one held last fall at the Rose Tree Inn by the committee and the faculty members. They plan to repeat it every fall. With five times as many advance reunions, we ought to do something great at the next one. Toward this same end and to keep in touch with the many regretful absentees, a committee is preparing a letter to be mailed at once to all who did not come back, a letter that shall give them as best we may, at least the reflected light of our glorious good time. We have sung to you our good advice. Take heed, ye younger "alums."

To all the younger classes, we pass the word along,  
Always come back to your reunion.  
Ties of old, oh, never break them, but try to keep  
them strong,  
Singing a song to Alma Mater.

Then here's to our college, and here's to our class,  
And here's to the Faculty, who always let us pass!  
'94 is on the campus, she's "Solid to the core."  
Years cannot change our hearts' devotion."

S. E. B.

### 1899—QUINDECENNIAL

Once more '99 has conferred distinction upon Smith, since, for the fifth time since graduation, she has returned to cheer her Alma Mater. With seventy-odd members resplendent in cap and bells, to say nothing of accessories, she was indeed a gladsome sight.

To the girls who did not come back for reasons which may have seemed good at the time, we will say make up your minds at once to come next time. Surely you can do as well as the mothers of four, five, and even six who came back for this one, which was inferior in no respect to any other except that we missed Strick and all the rest of you.

We had the advantage this year of being housed, for the most part, under one roof. Our headquarters were at the Southwick, the parlor of which was beautifully decorated with laurel and a frieze of green dragons. The *pièce de résistance* was an enormous painting of a green dragon which was so wonderful that I supposed at first it had escaped from the exhibit by alumnae at the Art Gallery. It was, however, made by Ruth Brödel and her husband and is to be kept among our

properties in cold storage for the edification of future generations.

First there was the party at headquarters Saturday evening. The entertainment consisted chiefly of two plays, both by Molly Keyes, the fire of whose genius burns even more brightly than of yore; and among other events there was a letter from Rita Smith, who is personally conducting a family party abroad, a poem by Bertha Reeves Laws [see page 250] and a song and dance by Marjorie King Gilman assisted by Marian Chapman Shartle. I wish I might insert Rita's letter, which was delicious. She now includes donkey riding among her accomplishments and those of you who remember her love of sport, e.g., rolling hoop, will appreciate that.

"In Absentia" is printed here and "Glimpses of Sophia Smith"\* was equally good. The latter was in four scenes and represented Sophia Smith at four different ages. The first one showed her (Helen Merchant), a sweet little girl of ten standing outside a school-house and wishing that she could go to school, too, like the boys whom she could hear reciting within. Helen Abbot as Miss Smith in the succeeding scenes made a very lovable old lady. She appeared first in conversation—with the aid of an ear trumpet—with her sister (Lucy Warner). In the remaining scenes she sat in the background and had a vision of college women as she hoped they might be (Mary Livermore and Harriette Patterson clad in the fetching costumes of the seventies) and then she became acquainted with them as they really are. Only her wonderful self-possession enabled her to bridge the hiatus between the vision and the reality.

We kept our costumes dark till time for the parade Monday morning and then burst upon the campus

To the swinging and the ringing  
Of the bells, bells, bells,  
Of the bells, bells, bells, bells,  
Bells, bells, bells—  
To the rhyming and the chiming of the bells!

Harriet Bliss Ford designed the costumes and made portions of them with

\*The information in regard to Sophia Smith used in this sketch was obtained from her advisor, Dr. John M. Greene.



her own lily-white hands, so you may know they were unique and effective. They included a fool's cap, bauble, girdle, et cetera. Bells were attached in every possible place so that we made sufficient noise as we ambled along in the procession, without displaying our vocal powers too frequently. This was fortunate, as we were not noticeably clever at song. The costumes were donned again in the evening for the campus celebration when we camped out on some convenient steps and sang and were sung to for hours, later escorting President Burton safely home.

After attending commencement, collation, alumnae assembly, and class meeting on Tuesday we were in fine trim for class supper, especially after we had walked up to Round Hill and saluted President Seelye. The supper was held this year at the Edwards Church. The tables were decorated with baskets of white sweet peas and trailing green, the gift of Ruth Strickland Allen. It would be invidious to mention one toast above another. Edith Hall, the toastmistress, has not suffered from her close association with fossils, nor have the other performers lost any of their former ease and grace. One unusual feature of the evening was Grace Conkling's reading of one of her own lovely poems, followed by an informal story later in the evening of some of her Mexican experiences. Besides we were honored by a call from President Burton who, though he professed to be talked out, made a most happy speech. This attention we appreciate highly. Among the other visitors was the class of 1901, who brought a most touching tribute of affection in the form of a huge doll dressed in cap and bells. Our class baby was also present. She had captured all our hearts during commencement as had also the little Conkling girls and Betty James. The four daughters of '99 were in the alumnae parade and would have won recognition for us even if we had had no merit of our own. Like the brook one could go on forever with these reminiscences, but, to be brief, we all had such a wonderfully good time that we are coming back in 1919 bringing all the rest of the class with us.

M. G. W.

## IN ABSENTIA

Cast

Alumna, Smith, '99 . . . . . Harriet Stockton Kimball  
Fair Smith . . . . . Blanche Ames  
College Clock . . . . . Ella Merrill  
Student Marks . . . . . Jane Wilson  
Condition . . . . . Ethel Gilman  
Faculty Warning . . . . . Edith Kelley Davis  
Brick . . . . . Alice Spaulding  
Mortar . . . . . Deborah Wiggin Plummer

*(Enter Alumna. She throws herself into an arm chair and looks over a heap of stockings. While she speaks she darns a sock.)*

The long June day at length draws to a close.  
How tired I am! The children, bless their hearts,  
Are safe in bed and sound asleep, I trust.  
From early morning 'til night they've romped  
And taxed their mother's powers to the full.  
I'm not so young, alas! as once I was.  
How utterly ridiculous it seems  
That I—even I!—shall soon be middle-aged.  
I will not own it! I won't be it! Ah!  
*(Muses.)*

Take three score years and ten; divide by two;  
The answer's thirty five. I'm thirty six!  
But yet I swear I am not middle-aged.  
Despite the psalmist and arithmetic,  
For middle age has nought to do with years.  
It means—a slackening of interests;  
It means—to rail and scoff at all the world;  
It means to be a gossip, and to fret,  
And live one's life in grooves 'mid petty things,  
And daily more conventional to grow.

*(Humorously.)*

Avant! thou image dread of Middle Age!  
I'll middle you! I throw my gauntlet down;  
*(Throws down a child's sock.)*

My babies and my will shall keep me young.  
Take my locks blond! Take thou thy pounds of  
flesh

And load upon my unresisting frame!  
But you shall not enchain my heart and soul.

*(Drowsily, pointing to sock.)*

There lies my challenge! Do your worst, O Time!  
The dearest landmarks of the fleeting days  
Are '99's reunions. Fifteen years  
Since college sent us forth into the world,  
And this commencement week has found me here  
A thousand miles from Hamp and from the girls.

*(Almost asleep.)*

Yesterday—Ivy Day—and now tonight  
Class supper. How I long to see them there.  
Such dear old friends—and such a good old class!  
I seem to hear our funny oldtime songs:  
*(Sings.)*

O great green dragon—try to get the ball!  
Eternal vigil keep—and drink him down.  
Fair Smith, our praise to thee,—Fair Smith!—Fair  
—Smith!

*(She sleeps. Enter Fair Smith in classic robe of white, gold, and purple. She wears a golden helmet and carries a shield designed like the college pin.)*

F. S.: Fair Smith is here, Alumna dear,  
A moment to be your guest.  
Lo! swiftly I've come to your distant home  
At your loyal heart's behest.  
When you thought on me,  
Did your fancy see  
Girls and books and a place?  
Or a pale abstraction of faint attraction  
And vacant-featured face?  
I am greatly alive! I wax and thrive,  
And forgetting not the old,  
In the new regime a glorious dream  
I realize, through gold.  
With a million in purse I can fitly nurse  
The youthful, feminine mind;  
Can make her gracious with heart capacious,  
And never a hint of a grind.  
To all in college I offer knowledge  
Of classics and art;  
I teach them science and self-reliance  
With motherly heart.  
I'm an artist in brain on a lofty plane  
And conduct a thought exchange.  
Through the wisdom of ages on millions of pages  
I bid my children range.  
Of love, and truth, and age, and youth

A spirit complex am I.

To all the classes my nature passes;

I change, but I cannot die.

For after the fun, when commencement is done,

And the seniors have gone to stay,

And college, suspended, seems lastingly ended

And the campus has grown up to hay,—

I languish and drowse in my empty house

Bereft of its maidens—but then

When vacation is o'er, with a few hundreds more,

I arise and am joyous again.

Since our Alumna rather homesick seems

We'll take her back to college in her dreams.

The gates of memory we will unlock.

Come quickly hither, faithful college clock.

*(Enter the college clock in brick and ivy costume, and turreted headress.)*

CLOCK: High in the tower of old College Hall

Year after year I dwell, and tell the hours

To all the little embryo gentlewomen

Who hither come to cultivate their minds.

When my great bell sounds forth at half past eight

The paths and near-paths feel their tripping feet,

Virgins both wise and foolish, prompt and slow,

And those who most obey me fear me least.

For, ever as the morning hours pass

They hasten at my bidding. Here, I rule.

'Tis not alone the callow freshman child

Who trembles in her unprepared soul.

For seniors, too, come hours of reckoning.

And those august beings, judges dread,

The faculty themselves—they, too, must heed

My minatory hands. Ofttimes I smile

At the ways of human folk I order 'round,

Or then, again, I wear a face of woe

For the neglectful ones who give me scorn.

Revenge comes surely. When the time draws near

I seem to sing forever in their ears *(Intoning like bell.)*

"Mid year exams! Exams!

Cram for exams! Exams! Cram for exams!"

But my most fateful hour comes each night

At ten o'clock. My hammer falls like doom,

The lights go out on the stroke, and John and I

Together share the watches of the night.

*(Intoning.)*

Come back, Alumna! Come, Alumna, come.

Commencement brings reunion.

College calls you! Come!

Come—to—reunion—of eighteen ninety nine!

F. S.: You've often wished, Alumna,

I've no doubt,

Your rank in college studies to find out.

Lest you have fear to face them, let me send

The book of student marks, a truthful friend.

*(Enter Student Marks dressed in the colors of the four college classes, with ornaments of A's, B's, D's, etc.)*

S. M.: What did she have who worked for me?

Why! she obtained her Smith degree; B. L., B. S.,

B. A.

She did not have to be a crank

To earn a goodly passing rank,

Could oftentimes play.

While some illustrious ones there be

Who won Phi Beta Kappa's key.

Yet strange to say, none knew my face,

They held me down as in disgrace.

Tho' I belonged to every maid

They kept me strictly in the shade.

At length they've brought me out of jail,

I walk abroad without a veil,

I travel in the public mail,

And few, they say, at me need quail.

I've wholly lost my harem ways

And face the world with open gaze.

Yet here come two sad twins of mine

Not quite unknown to '99.

'Tis better, when abroad they go

That they should pass incognito.

F. S.: Tho' for the moment they may bring night-

mare

I'll let you glimpse that naughty, precious pair.

*(Enter a Condition and a Faculty Warning in costumes of paper envelopes addressed to "Miss Smith.")*

F. W.: I am a faculty warning.

C.: And I a condition grim.

BOTH: We emerge from the registrar's office,

Our hair a volume dim,

And dwell on the faculty bulletin board,

And we love to see our victims floored.

C.: We have twisted the Dragon's tail—

F. W.: And he's roared!

BOTH: But to tell the truth we fled when he turned

For the maidens meekly their lessons learned.

A little while we made them squirm,

But they worked us off the very next term.

C.: Yet we form a numerous family still,

And ever will.

F. W.: And ever will.

C.: Beware the Condition of vengeful mission.

F. W.: You dare not scorn when the faculty warn.

F. S.: Alumna, tho' they're not your greatest pride

"Eternal brick and mortar" don't deride.

*(Enter Brick and Mortar, the former in red, the latter in white.)*

BRICK: Ah! the knowledge that we hoard!

Oh, the wisdom we have stored!

And the folly and the dreaming of the girls, girls,

girls;

Of the silly, happy, busy, noisy girls.

MORTAR: How we listen when they speak,

Be it slang or be it Greek,

For within the walls we make

They their thirst for learning slake;

And at other times we quake

While their fun at play they take

With the laughter and the singing of the girls.

BOTH: We are only Brick and Mortar,

But we love each college daughter,

And in quarters good we've cherished her

While those more wise have taught her.

BRICK: Of our units piled and spread

(Deadly dull, and dully red)

Tho' to millions multiplied

In ourselves we feel no pride.

Yet we keep them warm and cosy,

They the charming, we the prosy.

MORTAR: Tho' we shape strange architecture,

In our halls the wisest lecture.

Of each stolid dormitory

We're the substance, they're the glory,

And we frame alike the oldest and the newest labo-

ratory.

BRICK: Humble Brick—

MORTAR: And Mortar meek,

BOTH: Do not scorn us when we speak,

For what would there be left of Smith,

If Brick and Mortar were a myth?

F. S.: Sleep sound, Alumna, you are not forgotten.

Your name is written deep within my heart.

I am a part of you, and so, remember

That you of me will always be a part.

## TENTH REUNION OF 1904

We returned 127 strong. It was a royal home-coming. We were met at the station by Alice Robson who ably headed our Reception Committee. Alice, Muriel, and Olive Higgins brought their automobiles; these modern versions of the sea-faring hacks of other days added much to 1904's speed and comfort throughout our stay. The Burnham House decorated with family portraits made a most attractive headquarters.

We spent Thursday and Friday in jovial greetings, delighted investigation of the new buildings, and in peering through the curtain which veiled temporarily our Decennial Gift—A. M. Wright's bas-relief of President Seelye, which when unveiled later on was a source of great pride to us all. We sent delegations to the

"Tempest" where we all fell back easily into the case-on-the-cast attitude of other days. It was gratifying to find that mature decennial judgment pronounced dramatics wonderful. Friday evening we practiced our songs which were stirringly led through-reunion by Marion Clapp.

At the Hillyer Art Gallery there was a notable exhibition of the work of the alumnae. We were elated over the excellent pastel sketches of Sallie Tannahill; also over further examples of A. M. Wright's work, the most charming among them being a study of a weeping child, called the "Flood," particularly interesting because of the quaint symbolism of the Noah's Ark Animals which might just have floated away in the flood of the child's tears—so realistically were they represented in bas-relief on the marble block on which the child was seated.

After Last Chapel we donned our class costumes; they were planned by Hannah Dunlop Andrews, Chairman of the Costume Committee, and also by Dilly and Polly Pusey. Our costumes were approved by Vogue's chief designer. They consisted of purple military capes with high stylish collars; with these were worn jaunty hats with purple aigrettes of near-Paradise, particularly appropriate for Smith. To complete our military equipment we carried drums, on one side of which we beat cheerful salutes and on the other side were fastened chair seats. We were thus provided with a band and campstools at the same time. We also received our Decennial Class Book edited by Anne Chapin, a splendid volume for which we are most grateful.

The faculty tea gave an appreciated opportunity to renew ties of friendship mingled with esteem. Saturday evening our class party was jovial and informal and afforded an opportunity for the completion of our marble arch which was of magnificent proportions and was carried as a float in the alumnae parade Monday. It was eight feet high and bore aloft the modest statement, "Smith Welcomes her Favorite Daughter—1904." Led by our class baby, Elizabeth Hamburger, we marched under the arch, two by two, and it was also the center of our "hectivities"

Monday evening when, illuminated by brilliant lights, we did our epoch-making one-step and tango around it.

Sunday we boarded our special car and merrily descended upon the Country Club for a most enjoyable luncheon planned for us by the 1904 Smith Club of Northampton and delightfully managed by Annetta Clark and Ann Mead Hammond. A large number of us went to the Baccalaureate Service where we, one and all, thought President Burton's address inspiring and uplifting for the seniors, and even more full of meaning for the alumnae whose added experience gave perhaps greater appreciation of the largeness and beauty of his vision.

On Monday the alumnae parade was a brilliant multi-colored evidence of loyalty to the college, reviewed by President and Mrs. Burton and admirably marshalled by Brooke Van Dyke Gibson. We did remember that 1914 was having an Ivy procession and observed that their white embroidered net dresses were universally becoming. After this we rocked with glee at the Alumnae Rally—over Olive Higgins Prouty's play and other interesting stunts. In the evening we planted our 1904 tree and made the public refuse to believe it was our decennial by our campus high-jinks. On Tuesday at the alumnae meeting much of interest transpired but our emphasis was on our Decennial Gift, the bas-relief of President Seelye ably presented by Dorothea Wells, and appreciatively received by President Burton and our dear Prexie. After this Miss McClellan did a splendid imitation of herself, taking our class-picture.

At our class meeting our class officers were unanimously elected as follows: Emma Dill Grand, president; Mary Hunter Pusey, vice-president; Muriel Sturgis Haynes, secretary; Bertha Robe Conklin, treasurer.

On Tuesday evening at the class supper our theme was that time was reckoned, not so much by the passing of the years as by the steady upward trend of achievement. We acknowledged that we had been, as it were, behind the gas-stove, behind the foot-lights, behind prison bars, but never behind the times! As the writer



of this review, Lucie London Moore, the toast mistress, cannot say much about the success of class supper, but merely thank the many extemporaneous speakers and the responsive audience who helped give the class one of the best times it ever had. Olive Higgins Prouty, our gentle philosopher, responded wittily to the toast on "Our Books and Babies." Hilda Johnson Truslow, convulsed us all with her response to the toast on "Buds and Blooms," diverted by her into a side-splitting talk on "Nature." The only thing in the whole reunion which equalled it was her own performance as a Montessori child, in the alumnae play. Florence Snow gave a very interesting account of the activities of the Alumnae Association. Phila Johnson Burck's toast to "Our Future" was spiritedly filled with good-natured optimism. We agree with her that reunions are splendid dividends on college days, and that our tenth has been a great stimulus for the future.

LUCIE LONDON MOORE.

### 1909—FIFTH REUNION

"As we walk along the campus with an independent air,

The people all declare, it must be '09 there."

We wish you could have been with us. There were 139 who between Friday morning and Tuesday night found their way back to headquarters in Seelye Hall and felt, in spite of the five years which had aged us to "decrepit alums," the joys of youth once more. Most of us resided luxuriously at Miss Maltby's "bird-houses," where an electric sign blazed forth the fact that 1909 was at home once more. There were some athletic members of the class who dwelt on Harrison Avenue, "far from the madding crowd" and did wonderful Marathons to join us. They looked so well though, in their blazers and new peanut-hats, extra fine quality, with parasols as of old, that we were glad to have them parade.

Most of us returned in time for Senior Dramatics and were glad that we did for 1914 gave a most delightful performance of the *Tempest*; and before, after, and between acts we were much taken up admiring each other's stunning appear-

ance in evening dress and the poise with which we carried our five years of worldly experience. We were really charming.

All day Saturday we reuned hard, shook each other by the hand over and over again, asked hundreds of questions about husbands, admired 1909's darling babies, they are the prettiest babies that ever were, and we feel this is a candid and unprejudiced opinion. In the afternoon we had a cozy tea and "sing" at the home of Elizabeth Dickinson Bowker. We had such a good time that we could scarcely leave to go to class meeting. We did manage to at last and re-elected Hat president, Jane, treasurer, Annie Wheelock Robbins, vice-president, and Alice Pierce, secretary. Eunice Remington Wardwell had to resign; 1909 cannot begin to tell her what a wonderful secretary she has been. There was a perfect scramble to get on the decennial gift committee, but we only chose three and if my prophetic bones deceive me not you will hear from them anon. We decided to have the biggest, busiest, and best tenth reunion, ever conceived or imagined, and lest the college (and ourselves) miss us too much until then we decided to have an eighth reunion, a strictly informal formal reunion, and everyone is coming back just to be here as a surprise for 1907 on her tenth birthday. See that you keep it secret, but be sure and come.

That night we had class supper according to the vote of the class. It proved to be a great success for there were 124 back for the supper which was held in Boyden's. Oh absent 1909 it was such a supper! If you have never eaten

Potage Extra-ordinaire, 1909

Biscuits Eunice

Olives Harriette

Vin du pays

Poulets Ju-Ju

Pommes de terre pièce de résistance

Petits pois très élégantes

La salade Nouveauté à la Boyden

Glaces magnifiques, en honneur de 1911

Gâteaux en memoire de 1907

Café de Re-union.

then you have never really dined.

We were really sorry we could not invite everybody to come to supper with us, for we had such a good time. Anne Coe read us one of her poems which made us feel like old times. Putty told of her sweet

character and her art of decorating, Leola read us some clever poems on topics of the day, and Jean MacDuffie Pirnie and Henrietta Harris gave a stereopticon lecture on "Who is Who in 1909." There was a cup awarded to the girl who came the longest distance and Pidge Carr who traveled from Honolulu, 6100 miles, won it. She almost had to give it back for the Harrison Avenue roomers demanded the trophy for themselves. There was one real and unexpected excitement: all day a rumor had been growing that there was an unknown engaged girl among us. So at class supper we found her out. Ros Kimball told us about her "encircling good" and from out the "encircling good" Olive Fobes arose and told us of her engagement. In spite of the fact that we were off campus and that it was Saturday the classes came and serenaded us.

Ivy day was fair and 1909 blazed away in the line. Mabel Grandin and Myra were great stars in the play at the alumnae rally in the Students' Building. A *modest* little sketch was given by 1909—the Follies of 1909. Mary Goodman Stevenson and Putty were the famous soloists while the pony ballet composed of Mildred Lane, Joe Whitney Nixon, Margaret Hatfield, Hilda Stedman Cross, Dot Woodruff, and Elizabeth Hays pranced in yellow jackets, black skirts, and yellow stockings.

In the afternoon the spirits of 1909 were not in the least dampened by the thunderstorm and we sat upon our straw mats secure, sparkled as only 1909 can with the aid of fire works, and crowds followed the lead of our yellow Japanese lanterns. If you want to know what noise is you want to hear 1909 and 1911 and 1913 sing "Where are you going girls" or "On the Floor." It was late before we sought the 1909 room where Margaret Hatfield told us about her suffrage work and Pidge about Honolulu, Henrietta Harris about Japan, and others contributed bits to the family history.

Some had to leave Tuesday but those who remained serenaded lustily. Unless you have been back you can not know what fun we had and if you missed it this year begin to plan now for 1917 and 1919.

ALICE M. PIERCE.

### 1911's THIRD REUNION

"'Leven, 'leven, gather from far and near!" We certainly did! By Wednesday night there were enough of us to sing lustily to 1914—baby freshmen when we left them—that night seniors a-sitting on the steps. The next few days our numbers increased by leaps and bounds. The green Dodos by day and the sparkling electric sign by night beckoned us to Seelye 7 where we gossiped on the couches and easy chairs or chuckled over the picture gallery of babies.

Then our costumes began to appear and no one has ever seen anything so trim and snappy. Green hats, green beads, green suede belts, and green buglights. You'd think that that would be enough green, but, not at all, all the other classes were green with envy.

As usual on Saturday night we went up Mt. Tom. But instead of having our 3 in 1 bat, sing, and meeting, we spent two hours snarling at the one poor measly chef who was trying to serve fat dinners to nearly a hundred of us. Then we came down to serenade "dear old 1909" who were having their class supper at Boyden's. All unsuspecting we moved on to the Academy, intent upon showing our enthusiastic appreciation of 1914's dramatics—only to be rebuffed at the door by the curt words, "Absolutely no admittance to alumnae." May 1915 have a heart!

But Monday was the day when we made the greatest hit. Of course we hate to talk about ourselves but really 1911's line-up was the center of attraction in the pee-rade, headed by Winifred and Sara. The marchers were unencumbered by cameras and other paraphernalia which bulged from the obliging pockets of Ble's husband. Our original freshman year banner appeared on the scene and as usual we had our flip signs carried on high. Sally McEwan and Mabel Keith Durfee wore surplices with a couple of Nancy's pert Dodos painted on them. But our *pièce de résistance* was Eleanor Williams Vandiver as a giant cow girl from Wyoming and Bananna, Kinko, "Elizabeth" Babcock, and Susie, dressed as policewomen, guarding the \$3,000,000 and fifteen dormitories which we presented to President Burton. Then came the Rally and our

unequaled performance "Pin of the Force"  
—written for us by Duffy, and of which  
we can give the merest samples here.

1911's REVIVAL OF THE FITTEST  
*Dramatis Personae*

Captain Pin (Feminist) . . . . Mary Mattis  
Gutterpup (Newsboy) . . . . Nancy Barnhart  
Shebe (Malcontent) . . . Elizabeth Babcock  
Joseph Pin (Husband of Captain)

Susanna McDougall  
Slick Shed Tie (Tailor) . . . . Louise Fielder  
The Strong Arm Squad, Dorothy White,  
Louise Fielder, Elizabeth Babcock,  
Charlotte Perry, Anna Rochester, Eleanor Williams Vandiver.

*Police Court*

(Enter Strong Arm Squad and Captain Pin  
singing)

Our Uniforms are blue,  
And our Captain she's a beauty.  
We are sober women and true,  
And attentive to our duty.

When the strikers spree  
In a manner too free

We clap them into jail.  
And a' stopping any fight  
(When it's not too late at night)

We were never known to fail!  
GUTTERPUP (Enter and says): Extra! Special Fashion Extra! Just out! All about the hanging of the new skirts!

CAPT. PIN (waving the squad back into line): Who are you, my boy?

GUTTERPUP (sings): I'm called little Gutterpup,

Wicked young Gutterpup,  
Tho' I could never tell why,  
But still I'm called Gutterpup,  
Ragged young Gutterpup.  
Wretched young Gutterpup, I.  
I swear and I smoke,  
I am quite de young bloke  
And an expert at rolling the bones.  
My job when I choose, ma'am,  
Is selling the news, ma'am,  
And I call it in sweetest of tones.

World, Star, or Journal,  
(The sheet that's infernal),  
The Herald, Globe, Tribune, or Post!  
Strikes, murders, war, ma'am,  
The prize fight, the score, ma'am,  
The weddings, the deaths, and the roasts!

Then buy one from Gutterpup,  
Wicked young Gutterpup.  
A cent or two's not very high,  
Then buy one from Gutterpup,  
Ragged young Gutterpup,  
From wretched young Gutterpup,  
buy!

CAPT: Boy, you interest me. Wait here until I give this Strong Arm Squad their orders. I want to talk with you.

GUTTERPUP: Right-o, but speed it up.

CAPT. (to Squad who have been powdering noses, arranging hair, etc.): Well girls, to-day, in plain clothes (they groan) you must go to the houses of the rich and

great who are giving grand receptions. Report tonight on hats and men seen on and with whom.

SHEBE (aside): She makes us wear plain clothes, eh! I'll pay her back yet.

CAPT: Be sure and obey me for—  
(sings) I am the captain of the Strong Arm Force

(Chorus) And a right good captain, too!

GUTTERPUP: Say "Cap" what's wrong wid your staying home wid yer husband?

CAPT: Poor ignorant boy! (sings)  
When I was a lass I used to declare  
Home was woman's place and she ought to stay there.

To clean up the windows and sweep the floor

And at six to kiss her husband as she met him at the door.

For years I kissed my husband most carefully

But now I have decided to have a career  
Just every bit as much as my hubby dear,  
And so I am serving as a woman "cop"  
And even men obey me as I signal  
STOP!

You've never seen such a whirlwind as our Dottie White in the basket ball game where the alumnae beat the all-Smith team by three points.

Love hasn't spoiled Peter's leading. So Monday night we were "roamin' in the gloamin'" with as much zest as ever.

It was at the alumnae assembly on Tuesday afternoon, however, that we nearly burst with pride to see our Marian Yeaw sitting on the platform as the new Alumnae Association secretary.

And then we had our own class meeting where we reelected all our officers. Class supper that night at Plymouth Inn was the high water mark of commencement. Marjorie Wesson as toastmistress outdid herself, and the five other toasters were electric in their humor. President Wilson came all the way from Washington to call our roll. In the shade of the family tree-ennial we sang:

Just see our family tree  
Full of Dodos as can be!  
Look at little Dodo Best  
The Nunnemachers and the rest.  
Just see our family tree  
With Dodos sixty three!

President Burton honored us with a visit and speech wherein he admitted that we were the best class that had ever come to college!

Our engaged list grew astoundingly. Gertrude Fink Nunnemacher announced



the engagement of her son Robert to Katharine Burrell Sicard 2d, of Rudolph to Grace Child Ellis' little Juliet who was back reuniting with the rest of us, and of her eight weeks' old Hermann to Agnes Senior Seasongood's Janet. In fact she spoke for all the 1911 daughters for her daughters-in-law.

Take it all in all, in the words of the undergraduate, we had a most "superb orgy." Duffy, breezing in at the last gasp, brought our numbers up to one hundred and sixteen thereby breaking all previous records for a third reunion.

As for next year . . .

You're the ones we love to see here,  
 Hope we'll find you 'gain the next year.  
 We'll just keep a-watching, watching  
 When Eleven goes marching  
 O'er the campus green in '15,  
 O'er the campus green!

S. McD.

### THE CUP CLASS REUNION

Far be it from 1913 to allow the follies of 1914 to go unnoticed. Hence by Tuesday evening a goodly number of last year's chickens flocked to the Senior sing, maxxing over the greensward clad in Medici collars, shirts of questionable hue, and slender waists encased in yards of black patent leather, and with life size spit curls plastered on their cheeks, enabled by these to raise their voices in Schloss's song:—

Do they take their suitors to the country club?  
 They do! They do!  
 Do they know the rule? O yes, and there's the rub.  
 They do! They do!  
 Do they drown their griefs in a victrola's roar?  
 Do their motors call each morning at the door?  
 Do they make a penniless alumna sore?  
 They do! They do!

With this we established the right to criticise our younger relations, and continuing along this line we took ourselves to the dress rehearsal of Senior Dramatics on Wednesday afternoon—pencils and pads in hand to jot down a few pearls for the take-off.

Each day brought more of our school teachers, social servicers, and so forth back to us and when on Thursday morning we received our room to decorate, it was a matter of a few hours before our registration book began to show many

names and blots. Jessie Coit, assisted by Dot Brown and Ev Smith, dressed up our quarters, Seelye 16, inside and out, with yellow Bandersnatches, signs, and banners, and the numerous chairs and June zephyrs made it a very popular retreat.

Snappy sings were held every morning at the Students' Building with Flissie Geddes as leader in K. Perry's absence. This small package of pep and voice (until Tuesday A. M. when it succumbed to laryngitis) drew forth volumes of music from us and before long all our new songs, which every class thought the best ever, were on the ends of our tongues.

On Friday morning we gave the college a real treat and wore our costumes to chapel. Sitting in the gallery we allowed our monocled eye to roam over the faculty and the student body. We certainly gave our heartfelt thanks to Johnny for the snappy costumes and for her good natured smile that ever accompanied her successful efforts to make blondes and brunettes look equally well in our yellow-crowned pompon hats and tulle minarets with luscious butterfly bow sashes.

Saturday night after serenading 1884 and 1909 at their respective class suppers, '13 could not resist the old desire to play together ensemble once more, so down to the Students' Building steps we went and witnessed a finished production of a real show—"The Taming of the Shrew." Lucentio and Bianca were, we found, even more fitted to take their parts than ever before. The automobile that furnished our footlights was put in the shade by the sparkle of the Warner-Worthen contingent diamonds. Lucy Titcomb and Dot Brown pulled off the same old stunts in the same old way and the class were as demanding and as appreciative as ever. 1915 serenaded us and an odd sing evolved. 1914 little realizing how near our side of the line they were, refused to allow us to develop our lungs on their cast on Saturday evening. But we tried to bear it bravely.

Ivy Day looked pretty gloomy for a time but our bright costumes coaxed the sun out and the Big Base Drum went rattle-te-bang and all the little drums followed flute. Our 220 gaily costumed pals carrying yellow balloons which were

windy or windless as the case might be, headed by the band, singing "We're the infant class alums," made the hit of the day. Reunion hath it that Alice wandered through wonderland for President Burton. We think he was the only one who saw it, so we hope he enjoyed it.

Monday night we serenaded all classes in turn but we must say our idea of a good time is monopolizing the cement walk ten abreast and with Flissie waving both arms acrobatically, singing lustily over and over "13—13, here's to you, Bander-snatch!" The evening evolved into an odd sing with '09-'11-'13-'15-'17 represented. '09 treated us like queen bees and let us shoot off their fireworks. We are very fond of '09 (1911 please take notice).

Tuesday morning we gathered in S. 16 and in the course of events elected Marg Moore, president, R. Johnny, vice-president, Hodge, secretary, and Louise Cornell treasurer. We extend to Ray a vote of thanks and appreciation for all her faithful service to the class, and hope that "this thing that has come into her life" will give her as much joy as she has given us—and we wish to say to our new President that 1913 is all with her twenty-ways.

In the afternoon at the alumnae assembly, 1913 sat itself on the platform and received a cup given to the class having the largest percentage back. We're the first to receive this cup and our percentage was 56.50.

Our class supper this year looked like a repetition of last year—so many of us were on hand at 7:15 in the Students' Building to hear Hodge spring her jokes and new daisy idea for making the engaged girls run. We were indeed honored to have President Seelye so naturally drop in on us, wearing our class pin. 1913 is very proud of the many things that have come its way, but proudest of all of President Seelye's affection and membership in the class.

Later in the evening President and Mrs. Burton dropped in on us, and President Burton told us that the college looked natural now that 1913 was back.

Clara Savage looked through a monocle and saw Smith. Izzy La Monte passed a few remarks on the great subject of mar-

riage, merely hinting at her deep investigations in that line. Lilly Jackson warned us about "Life in a Big City" and Flissie Geddes for once in her life couldn't say a word. Dot Brown sputtered about vocations but had to stand on two chairs to be seen.

After the dainty morsels for which we thank Connie Fowler and after our engagement surprises—[see notes] we turned our attention to the take-off. To Lucy Titcomb and Alice Cone belongs the credit for the cleverest take-off seen in many years, entitled "The Menpest—Low Voqueville."

Properous.....	Schloss
Meander.....	Daffy
Four-in-hand (The Big Bow).....	Hodge
Moving-van.....	Jane Garey
Airy-heel.....	Dot Brown
Stuff-u-o.....	Lilly Jackson
Drink-u-o.....	Bee Darling
Limp.....	Edith Warner
Creeper.....	M. Worthen
Some Shape.....	C. Ripley
Ro-bust.....	E. Leffingwell
No-bust.....	Izzy La Monte

A terrific storm we had, but the hit of the evening was the dainty tripping Airy-heel. Versatility is always to be admired, and even a year is a short time to change from Grumio to Airy-heel—but they do say a college graduate can do anything and this proved it. We started something in producing our take-off at 1914's Class Supper and hope it will become a precedent.

And now it's over! that grand, glorious first reunion and where that came from there is more, so already we are planning our second and the best part of that is we will be glad to welcome 1914 on their first. This after all is the best side of the fence and we hope they'll enjoy their first reunion as much as 1913 did hers. Next reunion we want 100% back and the cup to be ours again. H. H., D. B.

## ALUMNAE REGISTRATION, COMMENCEMENT, JUNE 1914

### 1913

Margaret Adler, Margaret Albert, Dorothy Alden, Margaret Allen, Marjorie Anderson, Phebe Arbuckle, Beatrice Armijo, Mary Arrowsmith, Lucile Atcherson, Alene Ayres, Anna Bailey, Helen Barnum, Charlotte Barrows, Maude Barton, Helen Bayles, Barbara Bell, Helen Betterley, Helen Blodgett, Emily Brander, Mabel Bray, Wilhelmine Bray, Gertrude Brintnall, Eleanor Brodie, Dorothy Brown,

Margaret Bryan, Marguerite Bunnell, Katherine Carr, Emily Chamberlain, Catharine Chapin, Sarah Cheney, Genevieve Clark, Caroline Clarke, Anna Cobb, Gertrude Coit, Jessie Coit, Pauline Cole, Helen Collins, Alice Cone, Agnes Conklin, Louise Cornell, Eleanor Cory, Beatrice Darling, Caroline Daugherty, Margery Davies, Jeannette Devine, Hazel Dexter, Louise Doolittle, Dorothy Douglass, Marian Drury, Annie Dunlop, Esther Dunn, Rose Dunn, Anna Dunphy, Amelia Dutcher, Louise Elder, Margret Eno, Catherine Ferry, Edith Fisher, Fronia Fisher, Ruth Flack, Telma Flett, Agnes Folsom, Constance Fowler, Marietta Fuller, Eleanor Galleher, Marian Gardner, Ruth Gardner, Jane Garey, Florence Geddes, Orpha Gerrans, Helen Gillette, Mabel Girard, Winifred Glasheen, Estella Good, Catharine Gowdey, Rosamond Grant, Sybil Green, Elizabeth Greene, Vodisa Greenwood, Louise Hale, Elizabeth Halloran, Marion Halsey, Hart-Lester Harris, Helen Hawgood, Marion Hines, Eunice Hinman, Helen Hodgman, Eleanore Holmes, Helen Hood, Harriet Hunt, Frances Hunter, Lillian Jackson, Maud Jaretzki, Helen Johnson, Ruth Johnson, Alice Jones, Dorothy Jones, Edna Jones, Lucy Jones, Marguerite Jones, Grace Jordan, Helen Kempshall, Mildred Kendall, Ramona Kendall, Alice Kent, Helen Knox, Marguerite Knox, Isabel La Monte, Mary Larkin, Helen Lee, Ada Leffingwell, Edith Leffingwell, Ruth Le Gro, Ethel Libby, Marjorie Lincoln, Beatrice Litchfield, Mally Lord, Esther Lyman, Louie Lyman, Gladys McCain, Margaret MacDonald, Agnes McGraw, Elizabeth MacGregor, Helen McLaughlin, Martha McMillan, Helen McNair, Marjory McQuiston, Merle McVeigh, Grace Martin, Annie Mather, Ella Mathewson, Mary Mead, Mildred Mead, Annah Montague, Marie Moody, Gwendolin Moore, Margaret Moore, Frances Morrison, Frances Moseley, Clara Murphy, Margaret Nye, Nellie Oiesen, Dorothy Olcott, Elizabeth Olcott, Martha Osborne, Ruth Otis, Clara Ottman, Irene Overly, Marion Parker, Caroline Paulman, Lillian Pearson, Anna Pelonsky, Katharine Perry, Madeline Pfeiffer, Helen Plumer, Sarah Porter, Theia Powers, Winifred Praeger, Miriam Pratt, Agnes Puddington, Helen Readio, Katharine Richards, Clara Ripley, Elsie Robbins, Edith Rogers, Dorothy Rowley, Clara Savage, Elizabeth Schlosser, Harriet Schölermann, Helen Sewall, Blanche Sheffield, Florence Simon, Virginia Slagle, Amie Smith, Emily Smith, Evelyn Smith, Sophia Smith, Belle Snider, Marion Snitseler, Blanche Staples, Mary Stetson, Cora Stiles, Marion Stone, Marian Storm, May Taylor, Meron Taylor, Inez Tiedeman, Mildred Tilden, Eva Timmons, Lucy Titcomb, Olive Tomlin, Mildred Tyler, Dorothy Usher, Emily Van Order, Gertrude Walch, Louise Walker, Anna Wallace, Edith Warner, Shirley Wattles, Helen Weatherhead, Louise Weber, Edith Weck, Rachel Whidden, Bessie White, Florence Willcox, Elsie Williams, Marjorie Williams, Clara Williamson, Ruth Wilson, Mina Winslow, Georgia Wolfe Roth, Mary Worthen, Gladys Wyman. 213. ex-1913, Marion Damon, Muriel Heebner Axt, Mary Rees. 3.

## 1912

Gladys Baily, Emily Baker, Lucie Barber, Gertrude Belser, Dorothy Bement, Margaret Burt, Mary Clapp, Marion Clark, Isabelle Cook, Ruth

Cooper, Josephine Dole, Pauline Dole, Hilda Edwards, Margaret Gallie, Helen Garfield Buckley, Hannah Griffin, Hazel Hanchett, Dorothy Hawkins, Elizabeth Hazen, Beatrice Horne, Helen Houghton, Alma Howard, Amy Hubbard, Margaret Keen, Minnie Kelton, Frances Krause, Rachel McKnight, Agnes McNiven, Florence Martin, Louise Michael, Marguerite Miller, Katharine Moakley, Mildred Norton, Gladys Palmer, Catharine Pierce, Edna Roach, Edith Seibel, Ruth Shaw-Kennedy, Dorothy Stoddard, Sarah Swift, Elizabeth Tucker, Helen Walker, Amy Waterbury, Elizabeth Webster, Florence Weeks, Bessie Wheeler, Gladys Wheelock. 47.

## 1911

Marjorie Addis, Katharine Ames George, Ruth Baker, Ruth Barnes, Jessie Bishop, Olive Booth, Olive Bryant, Gladys Burgess Clifton, Ellen Burke, Gladys Burlingame, Katharine Burrell Sicard, Helen Catlin, Julia Chapin, Virginia Coyle, Marion Ditman, Hannah Doyle, Harriet Ellis, Sara Evans, Ruth Everett, Louise Fielder, Eleanor Fisher, Margaret Foss, Genevieve Fox, Helen French, Eleanor Goddard, Winifred Gundaker, Marion Hadkins, Isabel Harder, Beatrice Hardy, Pauline Haskell Crossman, Marian Hazeltine, Emilie Heffron, Agnes Heintz, Lillian Hockenberger, Edna Hodgman, Sarah Holton, Catharine Hooper, Mildred Horton, Margaret Howison, Eleanore Ide, Jean Johnson Goddard, Mildred Jordan, Mabel Keith Durfee, Marian Keith, Marjorie Kilpatrick, Joyce Knowlton, Edith Lobdell, Helen Lord, Beatrice Lowe, Alma Lyman, Susanna McDougall, Sally McEwan, Audrey Mallett, Althea Marks, Jane Martin, Margaret Moore, Doris Nash, Marguerite Nash, Winifred Notman, Margaret Oberempt, Carolyn Palmer, Ola Palmer, Annie Parsons, Grace Parsons, Mary Patten, Doris Patterson, Dorothy Pearson Abbott, Emily Rankin, Edna Robbins, Sophronia Roberts, Anna Rochester, Susan Sawyer, Henrietta Scott, Dolly Searle Allen, Agnes Senior Seasongood, Elizabeth Sherwood, Margaret Shoemaker, Florence Sturtevant Norton, Sarah Sweet, Julia Todd, Margaret Townsend, Marguerite Underwood Labaree, Marion Van Vleck, Ruth Warner, Marjorie Wesson, Dorothy White, Laura Wilber, Eleanor Williams Vandiver, Ethel Wilson, Esther Wyman, Florence Yale, Marian Yeaw. 92. ex-1911, Elizabeth Babcock, Mable Bishop, Grace Child Ellis, Gertrude Fink Nunnenmacher, Rosina Mandelberg Freedman. 5.

## 1910

Madeline Ball, Dorothy Belden, Helen Bigelow, Elizabeth Blodgett, Caroline Burne, Evelyn Canning Keyes, Esther Crane, Alice Day, Juanita Field, Elizabeth Gregory, Mary Harwood, Gladys Inglehart Steever, Leah Ireland, Mary Kilborne, Blanche Le Gro, Mabel Parmelee, Laura Pettingell, Esther Porter, Erminie Rost Sherman, Gladys Russell, Marjorie Simmons, Bertha Skinner, Elizabeth Skinner, Viola Sullivan, Sue Taylor, Dorothy Waterman Waldron. 26. ex-1910, Eleanor Jones Benjamin, Mary Miller. 2.

## 1909

Florence Allen Rogers, Sigrid Andersen, Carol Anderson, Helen Andrews Minkler, Lucy Ballard, Elizabeth Beardsley McKeever, Frances Bickford, Augusta Blake, Vera Booth Philbrick, Gladys Brower, Elizabeth Bryan, Pearl Bryant, Sheila



Bryant, Gertrude Bussard, Harriet Byers, Marion Carpenter, Marjorie Carr, Elizabeth Clark, Ruth Clark, Lucy Cole, Vesta Crocker, Emily Davis, Leah Dempsey, Elizabeth Dickinson Bowker, Ruth Dietrich Tuttle, Margaret Dodge Morrill, Julia Dole Baird, Helen Dunbar Holmes, Esther Egerton, Mabel Fillmore Cole, Olive Fobes, Lucy Gardiner, Louise Giles, Mary Gleason, Bertha Goldthwait, Mabel Grandin, Idella Gribbel, Genevra Gubbins, Elizabeth Gunn, Sarah Hackett, Florence Hague, Helen Harris, Henrietta Harris, Rachel Harris Johnson, Margaret Hatfield, Alma Haydock, Elizabeth Hays, Grace Hazeltine Caughey, Percy Herrick Macduff, Josephine Hill Garfield, Mildred Hill Lowry, Dora Homer, Olive Hubbard, Edith Jarvis, Jessica Jenks, Angeline Johnston, Gertrude Johnston, Winifred Kaltenbach, Rosamond Kimball, Annie Lane, Mildred Lane, Mabel Lee Dorr, Leola Leonard, Anne Lowe, Ruth Lowrey, Anna McCarthy, Edna McConnell, Jean MacDuffie Pirnie, Mabel McElwain, Dorothy McLaurin, Eleanor Mann Blakeslee, Emilie Martin, Ella Mayo, Alice Merrill, Louise Milliken Holden, Anne Mitchell, Elizabeth Moseley, Mary Mulligan, Bertha Niles, Alice O'Donnell, Susan Orr Abbott, Florence Paine, Margaret Painter, Gladys Pfaff, Alice Pierce, Grace Richardson, Julia Robinson, Gertrude Schwarz, Sarah Scott Magna, Grace Seiler, Millie Severance, Dorothy Smith Abbott, Katharine Sewall Austin, Grace Smith Trask, Marion Smith, Hilda Stedman Cross, Elizabeth Steffen Musgrave, Mary Stevens Hawkins, Helen Stevenson Stevenson, Mary Stevenson, Mabel Stone, Margaret Taylor, Helen Thomas, Myra Thornburg Evans, Edna True, Margaret Tuthill, Elizabeth Tyler, Rosamond Underwood, Eleanor Upton, Hilda Vaughan, Delight Weston, Jane Wheeler O'Brian, Annie Wheelock Robbins, Winifred Williams, Helen Wing, Frances Wintringham, Alice Woodruff Willcox, Dorothy Woodruff, Ada Worrick, Elizabeth Wright Murdock. 120. ex-1909. Avis Jones, Clara Thompson Hufnagel. 2.

## 1908

Harriette Abbott, Ida Barney, Mabel Beasley Hill, Frances Boynton, Gladys Gilmore, Helen Hills Hills, Victoria Larmour, Myrtle Mann, Minnie Morse Ward, Lucy Raymond Gladwin, Anne Russell, Mary Smith, Maude Tomlin, Ruth Vaughan. 14.

## 1907

Leonora Bates, Isabel Brodrick Rust, Bertha Christiansen, Eleanor Clark, Ethel Curry Beach, Dorothy Davis Goodwin, Helen Dean Bogan, Harriet Follett, Christine Hooper Mahl, Edna Lindsay Collins, Ethel Parsons, Anna Rounds, Christine Shuart, Louise Thorne, Olive Tolman. 15.

## 1906

Alice Cary Newlands, Clara Cooley Campbell, Ethel Hammond, Florence Harrison, Alice Hildebrand, Marion Keeler, Mabel Kent, Ethel Moore, Margaret Norton, Marion Reynolds, Florence Root. 11.

## 1905

Louisa Billings, Muriel Childs Dyer, Martha Smith, Helen Wright. 4.

## 1904

Constance Abbott, Harriet Abbott, Florence Alden, Frances Allen, Mary Bancroft, Alice Barnes, Florence Bartlett, Myrtis Benedict, Mildred

Bennett, Bessie Benson Gray, Heloise Brainerd, Maud Brown Mazeine, Ella Brush, Clara Burleigh, Harriet Butler Crittenden, Edith Camp, Anne Chapin, Helen Choate, Helen Childs Boyden, Marion Clapp, Annetta Clark, Miriam Clark, Gertrude Comey, Marie Conant Faxon, Ruth Crossett Appleton, Ellen Cuseck Connolly, Elizabeth Dana, Marion Dana, Fannie Davis Gifford, Bertha Davenport, Hazel Day Pike, Emma Dill Grand, Hannah Dunlop Andrews, Mary Dutcher Carroll, Marguerite Emerson, Margaret Estabrook, Louise Evans Hiscox, Mary Field, Ernestine Fowler Adamson, Louise Fuller, Carrie Gauthier, Annie Gilligan, Laura Glazier, Edith Goode, Helen Hall, Mary Hamilton, Grace Harlow Bray, Muriel Haynes, Ruby Hendrick Newcomb, Olive Higgins Prouty, Ellen Hildreth, Maria Hixon Newhall, Margaret Hotchkiss Streit, Anna Hudson Bagg, Mary Humstone, Bertha Irving, Elizabeth Jackson, Lois James, Hilda Johnson Truslow, Phila Johnson Burck, Eleanor Jones, Priscilla Jouett, Flora Keeney, Edith Kidder Dana, Mary Kimberly Shirk, Edith Kingsbury Watson, Addie Knox Bristol, Marion Paige Leake, Lucie London Moore, Belle Lupton Pike, Helen Mabie, Mildred McCluney, Katherine McKelvey Owsley, Anna Mansfield, Helen Marble, Margaret Mason Haire, Annie Mead Hammond, Ruth Mills, Edith Mitchell Olds, Grace Norris, Edna Olds Pease, Elisabeth Parker, Fanny Parker, Louise Parthenheimer, Helen Peabody Goodell, Mary Peck, Dorothy Pomeroy Hilton, Nellie Prince Baker, Marion Prouty Bensen, Elinor Purves, Mary Pusey, Winifred Rand, Rachael Rising Woods, Bertha Robe Conklin, Alice Robson, Clara Rowell, Margaret Sawtelle, Lucy Smith Dyer, Sybil Smith, Florence Snow, Marguerite Souther, Amy Stein Hamburger, Evelyn Trull Bates, Mary Turner, Edith Vaile Weeks, Brooke van Dyke Gibson, Edith vom Baur Van Hook, Mary Waite, Hope Walker Barnes, Blanche Warren Alton, Dorothea Wells, Alice Wright. 112. ex-1904, Emily Bacon Wheatley, Grace Buck Stevens, Marion Crary Ingersoll, Marion Doane, Lena Giddings, Rosa Hutchinson, Mary Kinney Swain, Helen Lincoln Newell, Abby Longyear Roberts, Emily Mayo Schell, Florence Newcomb Mothers, Amy Pratt, Mary Reid, Elizabeth Rosan, Marion Tucker. 15.

## 1903

Bessie Boies, Genevieve Dyer, Grace Fuller, May Hammond, Aida Heine, Edith Hill, Rose Kinsman Bassett, Marion Mack Sheffield, Alice Murphy, Maybelle Packard Newcomb, Eva Porter, Frances Purtill Stapleton, Vesta Shoemaker Palmer. 13. ex-1903, Rebecca Carr Stone, Maud Hammond, Lilla Stone Parsons. 3.

## 1902

Mary Allison, Anna Bliss Phelps, Adelaide Burke Jameson, Ethel Freeman, Edith Hancox, Clara Ingraham, Anna Laporte, Elizabeth Neal, Henrietta Prentiss, Anna Ryan, Edith Spencer. 11.

## 1901

Marian Billings, Helen Brown, Agnes Childs Hinckley, Daisy Day, Martha Howey, Ethel Lane Smith, Elizabeth McGrew Kimball, Louise Meyer Fechheimer, Antoinette Putman-Cramer, Gertrude Weil. 10. ex-1901; Anna Bradford Hubbard, Edith Forrest. 2.

## 1900

Laurel Fletcher Tarkington, Emily Locke Ward, Lucy Lord Barrangon, Frances Lynch, Emogene Mahony, Edith Ramage Ramage, Edith Reid, Helen Story, Elizabeth Whitney. 9.

## 1899

Helen Abbot, Blanche Ames Ames, Louise Ballou, Louise Barber, Elizabeth Beane, Mary Bell, Alice Bixby, Mabel Bixby Hoyt, Harriet Bliss Ford, Myra Booth, Carolyn Boynton, Edith Burrage, Louise Chamberlin Warren, Grace Chapin, Edith Chittenden, Miriam Choate, Helen Clark Leavitt, Harriet Coburn, Laura Crandon, Ethel Darling, Helen Demond Robinson, Edith Ellis Getchell, Ethel Gilman, Mary Goodnow Cutler, Elizabeth Goodwin Botsford, Anna Goodyear, Mary Greenman Worcester, Lily Gunderson, Amanda Harter Fogle, Bertha Hastings, Lucy Warner, Grace Hazard Conkling, Florence Hitchcock James, Edith Kelly Davis, Mary Keyes, Alice Kimball, Marjorie King Gilman, Alice Knox, Alice Lyman Goodrich, Helen Merchant, Ella Merrill, Louise Mitchell, Alice Moore Nutter, Grace Mossman Sawyer, Edith Rand, Elizabeth Ray, Frances Rice, Mary Smith Livermore, Ada Springer, Harriet Stockton Kimball, Grace Tobey Winchell, Lucy Tufts Bascom, Martha Vance Drabble, Elizabeth Warner Voorhees, Harriet Westinghouse Stone, Deborah Wiggin Plummer, Jane Wilson, Mabel Workman Lovejoy. 58. ex-1899; Elinor Carter Lord, Elizabeth Chamberlain Porter, Marion Chapman Shartle, Florence Durgin Wilmarth, Adèle Fisher Marsh, Harriette Patterson, Emma Pratt Blakeslee, Helen Schwab Hellman, Alice Spalding, Marion Towne Woodworth, Florida Winchester Goodyear. 11.

## 1898

Alma Baumgarten, Georgia Coyle Hall, Elizabeth Mullally, Elisabeth Thacher. 4. ex-1898, Elizabeth Bartley, Clara Fay Doane, Cara Walker. 3.

## 1897

Helen Brown, Anna Carhart, Katharine Crane, Lucy Hunt, Edith Maltby, Anna Perkins, Emma Porter, Lucia Russell, Josephine Sewall Emerson, Alice Tallant, Edith Taylor Kellogg, Jane Vermilye, Florence Ward Blagden, Stella Williams. 14. ex-1897. Imogene Prindle. 1.

## 1896

Helen O'Neill, Anne Rust. 2. ex-1896, Bertha Wolcott Siocomb. 1.

## 1895

Jane Crowell, Mabel Cummings, Elizabeth Fisk, Rose Hinckley, Derfla Howes Collins, Mabel Paine. 6. ex-1895, Helen Davis Burgess. 1.

## 1894

Sarah Allen Leavenworth, Katharine Andrews Healy, Alice Atwood Coit, Frances Bancroft Long, Sarah Bawden, Frances Chandler, Anne Dustin Bacon, Mary Eastman Whittemore, Charlotte Fairbank, Marian French Chambers, Mary Frost Sawyer, Mary Fuller, Marion Gale, Gertrude Gane, Clara Greenough, Mary Hartwell, Eleanor Johnson, Alice Leach Sharp, Mary Lewis, Martha Mason, Mabel Merriman, Laetitia Moon Conard, Mabel Moore White, Anne Paul, Helen Perkins, Minnie Pickering, Mabel Prouty Johnson, Harriet Ruger Longdon, Stella Sanford Brown, Rena Schermerhorn Breese, Mabel Searl Damon, Mabel Seelye

Bixler, Grace Smith Jones, Elizabeth Wakelin Urban, Bertha Watters Tildsley, Grace Wenham Crowell, Elisa Willard, Helen Wyman. 38. ex-1894, Sybel Hall Haskins, Kitty Lyall Merrill, Clausine Mann MacNeille, Stella Mead, Daisy O'Donoghue Merrill, Margaret Parrish, Annie Rogers Knowlton, Anna Taft Sparrow, Katharine Taft. 9.

## 1893

Harriet Barrows, Gertrude Flagg, Harriet Holden Oldham, Mabel Whitman. 4. ex-1893, Theresa Corser. 1.

## 1892

Eleanor Cutler Daggett, Mary Merrick. 2. ex-1892, Laura McConway Scoville. 1.

## 1891

Anna Billings, Nellie Comins Whitaker, Susan Fuller Albright. 3. ex-1891, Eugenia Barnes Chippendale. 1.

## 1890

Virginia Forrest Lucia, Ellen Holt. 2. ex-1890, Genevra Hill, Laura Loomis, Margaret Noonan, Catherine Turner Minshall. 4.

## 1889

Ella Abbot Wilder, Elsie Atwater, Alice Buswell Towle, Agnes Carr, Mary Colgan, Catharine Cullinan Sullivan, Caroline Doane Miner, Mabel Fletcher, Mary Gaylord Frick, Emily Hazen, Anna Gale Lindley, Mary Gere, Anna Gilmour de Forest, May Goodwin Aviret, Martha Hopkins, Alice Johnson Clark, Margaret Lovejoy Butters, Florence Seaver Slocomb, Ella Scribner Hopkins, Mary Tilton, Mary Trow Spaulding. 21. ex-1889, Elizabeth Bainbridge Boies, Calista Beers Winton, Harriet Robinson Clapp, Almira Swan. 3.

## 1888

Martha Everett St. John, Lizzie Parker McColester. 2. ex-1888, Helena Evans. 1.

## 1887

Celeste Hough Drury, Mary Shute Thayer. 2.

## 1886

M. Adèle Allen, Leona Peirce, Annie Russell Marble, Lucy Wright Pearson. 4.

## 1884

Annie Allis Payne, Fannie Allis, Jennie Austin, Clara Clark, Martha Cox Bryant, Mary Duguid Dey, Florence Heywood Holden, Harriet Hillman, Katharine Jameson Greene, Louise Kelsey, Mary King Garst, Lydia Mead, Jane Morse Smith, Imogene Paddock Rice, Helen Rand Thayer, Carrie Richardson, Jennie Richardson, Caroline Sergeant, Ida Skilton Cornish, Helen Whitten. 20. ex-1884, Harriet Herrick Carter, Alice Mills, Jennie Park, Ella Perkins Pillsbury, Clara Smith Milton, Mina Wood. 6.

## 1883

Mary Clark Mitchell, Ella Eames Wood, Jean Fine Spahr, Henrietta Harris, Elizabeth Lawrence Clarke, Mary Mather, Margarette Osgood Hitchcock, Mary Welles. 8. ex-1883 Helen Pitman. 1.

## 1882

Nina Browne, Sophia Clark, Annie Jackson, Katherine McClellan, Abby Tucker. 5. ex-1882, Nella Phillips Shuart. 1.

## 1881

Mary Barnard Daniell, Lucia Clapp Noyes, Sara Kellogg. 3. ex-1881, Marion Cunningham Freeman, Julia Joel Conn. 2.



1880

Netta Wetherbee Higbee. 1.

1879

Eleanor Cushing, Kate Morris Cone, Harriet

Warner Palmer, Mary Whiton. 4.

Total 980.\*

\*A number who were here only part of the time did not register.

## THE ALUMNAE ASSOCIATION

### Report of the Meetings of the Alumnae Council and of the Alumnae Association of Smith College June 12 and 13, 1914

The Alumnae Council met in Seelye Hall, Northampton, on the afternoon of Friday, June 12, with an attendance of 27 members and 4 guests.

The following recommendations were voted:—

**TO THE STUDENT COUNCIL:** 1. That the value and importance of graduate study be presented to the members of the senior class each year at the Alumnae-Student Rally.

**TO THE LOCAL CLUBS:** That their important gatherings be made the occasion for stimulating and increasing college and alumnae interest and loyalty and that to this end, officers of the college, trustees, members of the faculty, or alumnae be the invited speakers.

That every local club appoint an "Alumnae Correspondent" to whom bulletins of college news shall be sent at frequent intervals from the alumnae office.

**TO THE ALUMNAE ASSOCIATION:** That the following plan for the nomination and election of councillors and delegates to the A. C. A. conventions and conferences of affiliated alumnae associations be adopted:

Section 1. In the year preceding the biennial convention of the A. C. A. the nominating committee of the Alumnae Association shall present, in time to be printed and mailed with the autumn communications from the General Secretary to each member of the Alumnae Association, the number of candidates for councillors to which the Alumnae Association is entitled and ten candidates for delegates to the conferences of the affiliated Alumnae Associations and the biennial convention of the Association of Collegiate Alumnae.

Section 2. These names shall be printed on a ballot to be returned to the General Secretary.

Section 3. Each candidate shall be elected with the power of appointing a substitute subject to the approval of the President in the event of her inability to attend a conference or convention.

2. That the Plan for the Alumnae Council be amended to read as follows:—

Section 1. The Alumnae Trustees, the former Alumnae Trustees, the officers of the Alumnae Association, one delegate from each registered local association or club having a membership of at least twenty-five and an additional delegate from each association or club having a membership of more than one hundred, two councillors-at-large appointed by the Board of Directors, and the secretary of each class having a formal reunion the year of the meeting shall constitute an Alumnae Council.

Section 2. The said Alumnae Council shall meet in Northampton during the winter term of the College, each year, to confer with the President, the faculty, and the undergraduates in regard to efficient lines of service open to the Alumnae Association.

Section 3. The said Alumnae Council shall meet in Northampton within a week before Commencement to prepare recommendations to be submitted to the Alumnae Association at its annual meeting.

Section 4. The Alumnae Association shall bear the expenses of the Board of Directors and of the councillors-at-large. The expenses of the other delegates shall be met by their local associations, by their classes, or by them individually.

3. That the Plan for the Alumnae Fund be amended as follows:—

That Section 1 be amended by the addition of the sentence: "In addition to these five members the president and secretary of the Alumnae Association shall be *ex-officio* members of the Alumnae Fund Committee."

That Section 3 be amended by the addition of the sentence: "All action taken by the Alumnae Fund Committee concerned with the use and investment of funds must be ratified by the Board of Directors of the Alumnae Association, an affirmative vote of four members being necessary for such ratification."

4. That the plan for making Wednesday Commencement Day and Tuesday Alumnae Day be approved.

5. That the recommendations contained in the report of the Alumnae Fund Committee be adopted.

The thirty-third annual meeting of the Alumnae Association was held in Assembly Hall on Saturday, June 13. Mrs. Parsons presided. There were about 220 present. The usual reports of officers and committees were read and accepted.

The five recommendations from the Alumnae Council were adopted in the form presented with one exception. This was the case of the Plan for the Alumnae Council which was amended by the addition of the Editor-in-chief of the QUARTERLY to the membership of the Council.

The appropriation for the Alumnae Publications Committee was raised from \$10.00 to \$50.00 in order that a new bookcase might be purchased for the collection of Alumnae Writings in the library. With this exception the budget was adopted in the form sent out with the call for the annual meeting.



Mrs. Alice Lord Parsons, 1897, Mrs. Helen Rand Thayer, 1884, and Miss Grace P. Fuller, 1903, were re-elected to the offices of president, vice-president, and treasurer.

Miss Eunice Wead, 1902, and Miss Marian C. Yeaw, 1911, were elected vice-president and secretary, respectively.

The following resolutions were adopted:—

(1) Whereas, Dr. Charles Downer Hazen is about to leave Smith College, which he has served for twenty years as Professor of European History and as Head of the Department of History, be it resolved that, through its Secretary, the Alumnae Association express itself as sensible of his great service as a teacher and its appreciation of the distinction which his standing as a scholar has conferred upon the College. The gratitude and good wishes of the alumnae of Smith College, as well as the deep affection of those who have been students in his classes, go with Dr. Hazen wherever his path may lie.

(2) Whereas, Professor Mary L. Benton is leaving Smith College, which she has served for seventeen years as a member of the Department of Latin, be it resolved that the Secretary of the Alumnae Association be requested to express to Miss Benton the gratitude of the Association for her accomplishment as a teacher and for the devoted contribution she has made to the life and activities of the College. The confident good wishes of the alumnae of Smith College go with her as she enters upon her new work as Dean of Women and Professor of Latin at Carleton College.

(3) Whereas, during the past year the College has had the misfortune to lose by death Professor Arthur H. Pierce of the Department of Philosophy, be it resolved that the Secretary be requested to express to his sister, Miss Harriet Pierce, the sympathy of the alumnae of Smith College and their sense of the great loss which the College has sustained. Mr. Pierce's skill as a teacher and his able and untiring service in the administrative work of the College, as well as his strong and endearing personal qualities will cause his memory always to be cherished.

(4) Whereas, during the past year the College and the alumnae have lost in the death of Mrs. Justina Robinson Hill of the class of 1880, a devoted friend and an able servant, be it resolved that the Secretary be asked to express to her father, John Robinson, the sympathy of the alumnae of Smith College and their sense of the great loss which the College and its alumnae have met. Mrs. Hill ably served the alumnae as Vice-President from 1881-1884. As Alumnae Trustee from 1900-1906 she

showed rare tact, great resourcefulness, and untiring devotion. To her readiness in initiative and to her quiet skill in execution may be traced many of the forward steps taken by the College during the period of her trusteeship.

Be it resolved that the Secretary be further instructed to spread upon the records these words as an expression of the warm appreciation of the alumnae of their obligation to Mrs. Hill.

Be it further resolved that a copy of these resolutions be presented through President Burton to the Board of Trustees.

A rising vote of thanks was given to Mrs. Lucia Clapp Noyes, 1881, "in proof of our sincere and grateful appreciation of the valuable service she has rendered to the College and to the alumnae for seven years as Alumnae Trustee."

A vote of thanks was also given to Miss Whitney and Mrs. Campion, the retiring officers of the Association, for their able and devoted service to the alumnae.

ELIZABETH FAY WHITNEY, *Secretary*.

#### PRESIDENT'S REPORT.

During the past year the routine business of the Association has been carried on with customary efficiency by Miss Snow in spite of the fact that the work of the office has been greatly increased by the addition of the QUARTERLY business to the regular work.

Last June the Association voted to incorporate. At an autumn meeting of the executive committee it was decided to refer the changes in the Association constitution made necessary to conform to Massachusetts law for incorporation, to each member. There was an overwhelming vote to make these required changes and proceed with the incorporation. The Association was duly incorporated on December 16 in the offices of Mr. Philip Wardner, the husband of an alumna in Boston, who was good enough to act for the Association. By the act of incorporation the old constitution becomes by-laws, the executive committee the board of directors, and the Association is in a position to receive bequests and to make more profitable investment of its funds than formerly.

At the January meeting of the Board of Directors, President Burton offered to the Alumnae Association a room on the

second floor of College Hall for its offices. This room was originally the art gallery, then the library, latterly a recitation room. This offer was accepted at the April meeting and plans are being made for its conversion into offices, store closets, and a committee room. I should like to read President Burton's letter:

My dear Mrs. Parsons:

May I formally offer you in behalf of the Trustees of Smith College the large room on the second floor of College Hall to be fitted up in accordance with plans suggested by your General Secretary into Alumnae offices and a committee room for the Alumnae? Our hope in doing this is to bring the Alumnae offices into more intimate contact with the other college offices and make them more valuable for returning Alumnae and provide a place where the graduates of the college can meet one another readily and hold committee meetings. May I suggest that whoever will be interested in it as representing the Alumnae Association confer with our Mr. King, Superintendent of Buildings, in regard to the decoration of the rooms? We want as far as possible to meet your wishes in the matter. The College proposes to bear the expense of everything but furnishing the rooms. We hope that this will seem a reasonable and generous arrangement on the part of the College.....

M. L. BURTON.

Another matter which came up for consideration in January was the project for an alumnae day at Commencement. At the request of the Board of Directors President Burton appointed a committee to consider the question with him and to present the matter to the trustees. The committee consisted of President Burton, Dean Comstock, Mrs. Noyes, Mr. Ganong, Miss Bigelow, Miss Ashley, 1914, and the President of the Association.

In April, with the other delegates and councillors, your president attended the conference of affiliated alumnae associations at the biennial convention of the A. C. A. in Philadelphia.

The Items of Interest which reached you on the leaflet in May were all collected and edited for the Alumnae Association to inform you not only of what alumnae of Smith College are doing but also that the Alumnae Association is eager to be informed and to chronicle all the interests and achievements of the alumnae and former students of our Alma Mater.

It has been a pleasure to visit the Philadelphia and New Haven Smith Clubs and to speak to the New York Club and find in them all the eager interest, loyalty, and spirit of coöperation which Smith alumnae have always manifested and through which the plans, inspired by the A. C. A. conference and the study of other alumnae associations, can make the alumnae of still greater service to the college and the college itself more than ever worthy our high devotion.

The work of the year has been a source of great pleasure and inspiration to your president. There is no labor so full of reward as the opportunity to work with an organization so united in its spirit of service and untiring in its effort to find and to follow the best courses of usefulness. The association with the other members of the Board of Directors in the work has been a valued pleasure. It is a great and unmeasured privilege to have the intimate knowledge of the college which is possible to the president of the Association, and appreciation of it is only equalled by your president's desire to do worthily by it. Your president thanks you for the opportunity you have given her.

ALICE TULLIS LORD PARSONS, *President*.

## REPORT OF THE TREASURER

### LIFE MEMBERSHIP FUND (*condensed*)

#### RECEIPTS

June 15, 1913, balance on hand.....	\$5,153.63
June 15, 1913, to June 15, 1914, life memberships, 15 at \$30.....	\$450.00
Interest.....	187.89
	<hr/>
	637.89
	<hr/>
	\$5,791.52

#### EXPENDITURES

June 15, 1913, to June 15, 1914, accrued interest.....	\$9.50
	<hr/>
June 15, 1914, balance on hand.....	\$5,782.02
Divided as follows:	
Union Inst. for Savings....	\$479.84
Mechanics Savings Bank....	946.35
Connecticut Savings Bank..	355.83
Note, J. Danovitz.....	3,000.00
2 notes at \$500, Deutsch & Mogil.....	1,000.00
	<hr/>
	\$5,782.02

### OFFICE ACCOUNT (*condensed*)

#### RECEIPTS

June 15, 1913, balance on hand.....	\$228.25
June 15, 1913, to June 15, 1914, Annual dues.....	3,580.63
Interest.....	12.84
Office fees.....	7.80
Sale of Register.....	6.77
	<hr/>
	\$3,836.29

## EXPENDITURES

June 15, 1913, to June 15, 1914,	
office expenses.....	\$ 296.05
Salary of general secretary.....	1,200.00
Regular activities, printing, postage, Fund, etc.....	1,039.23
Appropriations	
Intercol. bureau.....	\$187.50
C. S. A. fellowship.....	200.00
Alumnae parade.....	52.19
Collecting alumnae publications.....	10.00
	449.69
Complimentary: flowers for Pres. Seelye's golden wed- ding.....	5.00
Extraordinary	
incorporation fees.....	\$45.00
Insurance.....	4.50
	49.50
	<u>\$3,039.47</u>
	\$796.82

GRACE PIERPONT FULLER, *Treasurer.*

## ALUMNAE FUND COMMITTEE

*Condensed report, June 15, 1914*

The Alumnae Fund Committee has completed its first year of real work, and while the results are not startling financially, yet the committee believes that the foundations have been laid for a movement which in years to come will be of untold value both to the college and to the alumnae. We have tried to evolve a plan which will stand the strain of many years of service.

During the year there have come to us questions concerning the relation of the alumnae to the Class Funds, and early in June the following letter was sent to the presidents and secretaries of all classes:

It is the purpose of the Alumnae Fund Committee to collect, so far as possible, all alumnae gifts to the college in one large Alumnae Fund.

Quite as important is the plan of having all gifts to the college approved, and of having all alumnae gifts recorded as part of the Alumnae Fund and so credited to the main body of the alumnae as well as to the class.

To that end, the committee is prepared not only to receive undesignated contributions from each class but also to receive contributions from classes for objects that are selected by the classes and approved by the committee and the college authorities.

The same ruling will apply equally well to the local clubs and branch associations. President Burton has given the committee a list of things that the college would be glad to receive at any time. The objects range in price from seventy-five dollars to several thousand. There is be-

sides the ever-present need of more endowment. The biological building still needs certain things for its equipment, members of the faculty have sent in requests for reference books much needed by them in the preparation of their work, and there is always need for scholarships ranging from fifty or seventy-five dollars up to several hundred.

Of both clubs and classes we make emphatic request that they consult with us before choosing the object of their gift, and that whatever they give be given through the Alumnae Fund, in order that credit may be given to the whole alumnae body as well as to the individual donor.

With the approval of President Burton the committee has decided not to expend at this time any of the money that has been given to the fund in the past year.

## FINANCIAL STATEMENT

RECEIPTS		
After issue of first statement in Nov...		\$699.05
After issue of first appeal in April.....		879.20
		<u>\$1,578.25</u>
EXPENDITURES		
First annual appeal.....		89.80
Balance.....		<u>\$1,488.45</u>
Gifts according to purpose		
Purpose	No. of donors	Amount
Income	157	\$436.20
Principal	43	331.00
No choice	186	811.05
		<u>\$1,578.25</u>
Gifts according to amounts		
1 gift at	\$	.10
5	.50	2.50
193	1.00	193.00
1	1.25	1.25
2	1.50	3.00
61	2.00	122.00
10	3.00	30.00
77	5.00	385.00
28	10.00	280.00
1	11.00	11.00
2	25.00	50.00
5	100.00	500.00
386		<u>\$1,577.85</u>
	4 exchange at \$.10	.40
		<u>\$1,578.25</u>

Among the givers all classes but one are represented. One gift of \$100 is from the Western Massachusetts Association.

GRACE PIERPONT FULLER,  
*Chairman Alumnae Fund Committee.*

## APPOINTMENT

The Alumnae Association announces the appointment of Isabel Brodrick Rust, 1907, as assistant to the General Secretary of the Association.



## COLLEGE SETTLEMENTS ASSOCIATION

### SMITH ALUMNAE CHAPTER

The annual commencement report of the College Settlements Association is usually of some length and detail and is liable to be mislaid in the memories of the mass of business of an alumnae meeting. In its place this year I am asking you a hearing for five short facts, one question, and a postscript, with a parenthesis to the effect that a report will be made in the fall number of the *QUARTERLY*, and that the elector and each class vice-electro will be delighted to give any desired information with regard to the work of the Association.

Fact 1. The first Settlement House in America, 95 Rivington Street, New York City, was founded twenty-five years ago next autumn by three Smith graduates.

Fact 2. The Association now embraces and controls settlements in New York City, Boston, Philadelphia, and Baltimore.

Fact 3. The work in these Settlements is being curtailed through lack of funds. Because of the financial stress of the year, local as well as general support has fallen off. 95 Rivington Street has closed its doors this summer for the first time in its history, and Denison House has given up two valuable workers in order to cut down its budget.

Fact 4. Last year the Smith Alumnae Chapter gave \$1516.35.

Fact 5. This year we have given \$1093.90.

Query: What will the Smith Alumnae do about this deficit of \$423.00?

Postscript. The full subscriptions are \$5.00 annually. Partial subscriptions are \$1 to \$5 annually. Life membership is \$1.00. Every member is asked to add ten cents to her subscription as a tax to defray chapter expenses. Subscriptions may be sent to your class vice-electro or to the elector, Virginia J. Smith, No. 123 Troup Street, Rochester, N. Y.

VIRGINIA J. SMITH, *Elector*.

In Miss Smith's absence Mrs. Thayer read the report and added a few words about the present scope of this work which belongs in such a special sense to Smith.

The New York Settlement is to hold its twenty-fifth anniversary in the fall and is attempting to pay off its mortgages at that time. It has built up a large constituency of those who have been trained in the settlement and in a rare spirit of loyalty to its ideals are helping to train the younger

ones. The College Settlement is to all their Alma Mater and their only one. The New York Settlement has perhaps the best piece of summer work in the country.

Denison House is developing Folk-Handicrafts in new and original ways, emphasizing always the artistic impulse, helping in the economic struggle, and giving occupation to many women in their "lost hours." This work has become a model for work of a similar sort all over the country.

The Philadelphia Settlement is increasingly important as a centre of civic reform.

Do the Smith Alumnae realize, as others do, the rare quality of the work which is thus being done under their auspices?

## ANNUAL REPORT OF THE SMITH ALUMNAE QUARTERLY

As always the editors of the *QUARTERLY* submit as the major part of their report the three issues of the *QUARTERLY* already published.

The Board has met with great loss this year in the death of Miss Grace Collin, who was elected to its membership in the fall. There have been several changes in the Board. Mrs. Ethel Puffer Howes, 1891, has been elected to Miss Collin's department and Miss Sophia Smith, 1913, and Miss Gertrude Bussard, 1909, have been elected to fill the places of Miss Lowrey, 1909, and Miss Baskin, 1911, who have resigned. Mrs. Cone, 1879, is now a member of the Board.

The demands for space in the *QUARTERLY* are growing all the time. We cannot afford to neglect any of the great educational questions of the day and there are an increasingly large number of subjects here at College about which we want to tell you. In no previous year have the articles provoked so much comment and voluntary discussion, and we are glad. The alumnae notes problem is also great. Our subscription list must increase if we are to meet all our demands for space. There have been 339 new subscribers since October making a total of 2548. We should have many more than this for 339 is not even half of the alumnae body.

The advertising has increased 50%. I feel very strongly that Miss Rand should have the coöperation of the alumnae in all parts of the country. Advertisements are clear gain and we can all help at least to the extent of mentioning the QUARTERLY when we answer advertisements in its pages.

Our financial condition: In June 1912, we asked the Association for a twenty-five cent tax per capita because without it we should have ended the year some \$300 in debt. The July bill must be paid before the receipts for advertising and the August and September subscriptions come in. The receipts for twelve months and the disbursements for twelve months are almost equal but the receipts for the last two months are not in hand when we must make our fourth disbursement. Last June we asked the Association for \$500, a sum less than the amount of tax received. It was to be paid when we asked for it.

The budget for this year has been practically the same as last year because some additions to our equipment and a larger margin for traveling expenses have offset the amount saved by moving the offices to Northampton. Basing our receipts for the remainder of this year on those for the same period last year we are justified in supposing that we shall be able not only to meet our liabilities in July but also to show a very respectable balance at the end of our fiscal year, September 30.

The explanation is simple. The receipts from the tax—\$750—have created the real sinking fund for which we have been crying for years. It tides us over the summer months when our receipts are catching up with our disbursements. We could not have lived without the tax but—WE DO NOT NEED THE \$500.

We do, however, need, as much as ever, more subscriptions, more advertisements, in a word, more active coöperation.

EDITH N. HILL, *Editor in chief.*

### SMITH STUDENTS' AID SOCIETY

In spite of a decrease in membership dues and gifts the Students' Aid has made more loans, amounting to a larger sum, than during the previous year.

For the first time loans have been made

to graduates to aid them in some special work, but the policy of the Executive Committee is that the requests for undergraduate loans must always be given the precedence.

Regarding the Fellowship Fund, the Treasurer in her supplementary report says:

To our Fellowship Fund this year has been added \$1,127.24; the Fund now totals \$7,354.09. Mrs. Gamble's generous gift of \$500 in June 1912, together with the interest on the Fund has made possible the granting of the Fellowship of \$500 for the past two years without drawing upon our General Fund as we originally felt warranted in doing while the Fund was in process of completion—because of the need for the use of the Fellowship. The interest each year has met more than half of the necessary \$500 but we have also used all of Mrs. Gamble's gift to within \$84.53.

We do not want to call upon the General Fund for any portion of this Fellowship. Into this Fund go all full and partial life membership dues and any gifts so designated. Will not the alumnae and friends of the Society together with the Society's representatives in various localities help us to complete this Fund—about \$4,500 is necessary—before January 1, 1915?

The Society announces with pleasure that the Fellowship has been awarded to Miss Marguerite Lazard, 1911, who will pursue a year's study, under Dr. Witmer of the University of Pennsylvania Graduate School, to prepare for the position of research worker in a hospital, reform school, or charitable institution.

The work of the Student collectors has been most efficient and has resulted in an addition of \$423 to the Free Bed Fund which now totals \$4,956.15. The aim is to increase that fund to \$8,000.

By means of the Free Bed Fund *Special*, which represents the generous gifts of the Musical Clubs, \$187 has been given to 14 girls to help pay doctors' and hospital bills, or for a stay at Sunnyside.

The way in which loans are returned and the expressions of gratitude which frequently accompany them cause the Society in its turn to feel deeply grateful for the privilege of administering the funds entrusted to it.

New members always welcome! One dollar a year sent to Mrs. James A. Webb,

Jr., Madison, N. J., will give you a part in this good work.

### ALUMNAE OFFICE REPORT

During the year 58,400 pieces of printed matter have been sent to the alumnae, besides the issue of 4700 Registers and 8000 QUARTERLIES.

There are now 5641 alumnae, of whom 4279 are members of the Alumnae Association, besides 300 non-graduates who are associate members. All the 378 members of the class of 1913 joined at Commencement last year, and there have been 47 new members from the older classes, 18 of whom paid back dues which were owing when their former membership lapsed. When the Register went to press in November, 102 members were dropped for non-payment of dues and 16 others have resigned from membership.

The mailing facilities of the office have been increased by the addition of a machine on which are made the address plates for the addressing machine, thus effecting an economy in cost and delay in having the plates made at the factory. The subscription list of the QUARTERLY as well as the general mailing list is now set upon the Addressograph, on which envelopes of any size can be addressed at a rate of about 1800 an hour.

The Editors regret that lack of space makes it impossible to publish Mrs. Noyes' most interesting report of the Alumnae Trustees. It will be found in the Register.

### LOCAL CLUBS

ST. LOUIS—President, Mrs. Marion Aldrich Allison, 1902; secretary, Mrs. Clarace Eaton Galt, 1899.

SYRACUSE—President, Ruth Leighton; secretary, Mrs. Irlavere Searl Barnum, ex-1892.

WORCESTER—President, Eleanor Goddard, 1911; secretary and treasurer, Florence Elliott, 1911.

#### *In Memoriam*

The Worcester Smith College Club records with regret the death of one of its members, Dr. Theodate L. Smith, of Clark University.

Miss Smith had been a member of our club since coming to Worcester in 1902. Devotion to work prevented her attending

many club meetings, but it was her custom to join in entertaining President Seelye and other members of the faculty at our annual Smith College luncheon.

A previous issue of the QUARTERLY contained a tribute to Miss Smith's notable attainments in scholarship, her personality, and life of service. Among other marked characteristics, love for her college was particularly strong. Though she had studied at no less than six universities, Smith held her affection, apparently, above them all.

It is a privilege to have had her on our roll, and her sympathetic interest and her loyalty to our purpose and ideals may well serve as a guide and inspiration to us all.

BERKSHIRE COUNTY CLUB OFFICERS (*new*)—President, Mrs. Annie Allen Buck, 1895; secretary, Mrs. Gladys Inglehart Steever, 1910.

KANSAS CITY CLUB OFFICERS (*new*)—President, Mrs. E. W. Schaufler; secretary and treasurer, Katharine Kidder, 1911.

BOSTON—President, Nellie Oiesen, 1913; secretary, Loraine Washburn, 1910; assistant secretary, Lucy O'Meara, 1912. The Association invites all visiting alumnae to consult its register at the College Club, and make themselves known to its members.

SOUTHERN CALIFORNIA—President, Margaret Wood, 1912; secretary and treasurer, Margaret Gould, 1912.

WINCHESTER—President, Mrs. Mary Aldrich Rich, 1885; secretary, Harriet Huffman Miller, 1900.

ROCHESTER—President, Mrs. Bertha Grossbeck Haskell, 1900; secretary-treasurer, Miriam Howard, ex-1912.

BUFFALO—President, Mrs. Maria Seabury Guthrie, 1890; secretary, Olive Williams, 1912.

NEW YORK—The New York Club has an imposing list of 12 officers. President, Winifred Notman, 1911; recording secretary, Carolyn Swett, 1895; corresponding secretary, Aneita Brown, 1900.

PHILADELPHIA—President, Dr. Alice Tallant, 1897; secretary, Anna Cliff, 1912.

CHICAGO—President, Mrs. Albertine Flershem Valentine, 1897; secretary, Ruth Johnson, 1913.

CLEVELAND—President, Mrs. Charlotte Dering Barkwill, 1899; secretary and treasurer, Mildred Kendall, 1913.



HARTFORD—President, Mrs. Mary Clark Mitchell, 1883; secretary, Mrs. Alice Raymond Biram, 1906.

VERMONT (*new*)—President, Mrs. Kate Morris Cone, 1879.

SEATTLE—Thirty members attended the luncheon in April.

WASHINGTON—President, Elizabeth Ewing Bryan, 1909; secretary-treasurer, Louisa W. Puffer, 1906.

President and Mrs. Burton were entertained by the Club in April at a reception attended by 400 guests from diplomatic, congressional, official, and literary circles. 'During this three days' visit, President Burton delivered nine addresses.

FITCHBURG—President, Mrs. Alice Cummings Hudson, 1901; secretary, Ethel Brocklebank, 1901.

## ALUMNAE NOTES

TABLE SHOWING NUMBER OF SUBSCRIBERS TO THE QUARTERLY BY CLASSES\*

Year	Total	Subscribers	Year	Total	Subscribers	Year	Total	Subscribers	Year	Total	Subscribers
1879	10	2	1888	42	15	1897	176	100	1907	261	91
1880	8	3	1889	44	13	1898	133	56	1908	295	104
1881	22	10	1890	56	22	1899	187	77	1909	320	147
1882	27	9	1891	73	37	1900	212	86	1910	370	178
1883	49	20	1892	81	26	1901	244	107	1911	353	169
1884	41	16	1893	106	35	1902	225	80	1912	362	162
1885	39	13	1894	106	39	1903	230	80	1913	377	163
1886	44	15	1895	145	60	1904	237	107	1914	319	68
1887	39	13	1896	144	75	1905	198	90	Non-graduates		148
						1906	220	89	Non alumnae		23

### CLASS NEWS

*The editors are aware that occasionally names of persons and places are misspelled in this department. They therefore beg you to read the following paragraph:*

*It is absolutely impossible for us to assume the responsibility for the correct spelling of names and addresses in this department unless the items are typewritten or written legibly on one side of the paper only. We dislike to lay ourselves open to the charge of inaccuracy and therefore urge each one of you to coöperate with us in this matter. Please send all news for the November issue to your class secretary by October 1.*

#### 1879

Class secretary—Mrs. Charles Cone, Hartford, Vt.

For the account of reunion see page 254.

Mrs. Bush (Mary Gorham) sailed for England, April 25. She writes "Armed with an official parchment from the Sec'y of Agriculture and letters of introduction to directors of gardens from David Fairchild, the agricultural explorer, I hope to get thro' garden gates however jealously guarded against glass-smashing suffragettes."

Mrs. Cone (Kate Morris) has been

elected president of the newly formed Smith College Club of Vermont.

#### 1880

Class secretary—Mrs. Edwin H. Higbee, 8 West St., Northampton, Mass.

#### 1881

Class Secretary—Mrs. George H. Washburn, 377 Marlborough St., Boston, Mass.

Martha Bryant Cary is assistant to the secretary of the United States Esperanto Association, and not of the Esperanto Association of North America as was stated in the April QUARTERLY.

#### 1882

Class secretary—Mary Gulliver, Rockford College, Rockford, Ill.

Mary Mix, ex-1882, had a daughter, Mary Barber, in the graduating class.

Mr. M. B. Howe has made his wife, Edith Ayres, deceased February, 1899, a "life member" of the Alumnae Association.

Dr. Josephine Milligan has been made chairman of the Tuberculosis Survey under the auspices of the Federation of Women's Clubs.

#### 1883

Class secretary—Charlotte Gulliver, 30 Huntington Lane, Norwich Town, Conn.

\* This table was compiled July 8, 1914.

Mrs. Morgan Brooks has recently attended the marriage of her second son, Charles, in Connecticut and the graduation of her daughter at Radcliffe.

Charlotte C. Gulliver is to spend July and August traveling in England.

Mary H. A. Mather will spend the summer in Portland, Me.

Mary A. White is taking a few weeks' vacation from her business in England. She has spent some time in Devon and in the Lake Country and will return home early in July.

Three daughters of '83 were in the graduating class at Smith this year: Blanche Mitchell, Margaret Spahr, who was one of those elected to  $\Phi BK$ , and Harriet Hitchcock.

#### 1884

Class secretary—Caroline B. Sergeant, 4 Hawthorn Rd., Brookline, Mass.

For the account of reunion see page 254.

#### 1885

Class secretary—Ruth B. Franklin, 23 Sherman St., Newport, R. I.

#### 1886

Class secretary—M. Adèle Allen, 206 Pine St., Holyoke, Mass.

Mrs. Charles Marble (Annie Russell) entertained her classmates at luncheon, April 25, at her home in Worcester. Nineteen were present and enjoyed the royal hospitality.

Mrs. Frank Curtis (Elizabeth Freeland) is the first grandmother in the class. Kenneth Burton Curtis was born May 29.

#### 1887

Class secretary—Clara M. Reed, 54 Court St., Westfield, Mass.

#### 1888

Class secretary—Mrs. Frank Meara, 400 West End Av., New York, N. Y.

#### 1889

Class secretary—Lucy E. Allen, 35 Webster St., West Newton, Mass.

For the account of reunion see page 255.

#### 1890

Class secretary—Mary V. Thayer, Holbrook, Mass.

Mary Willard writes that she expects to spend the summer abroad, chiefly in Paris and Etretat, sailing on the *Friedrich Wilhelm*, June 27.

Anna S. Jenkins went to Italy for Feb-

ruary, March, and April, on leave of absence for rest and travel.

#### 1891

Class secretary—Mrs. John J. Albright, 730 West Ferry St., Buffalo, N. Y.

"In the foyer of the Copley-Plaza in Boston on the afternoon of April 13th, Mrs. Harriet L. B. Darling, who is also a graduate of Simmons College, gave a demonstration in salad making. She took this means to make a contribution to the Wellesley Fund. The affair was a great success."

#### 1892

Class secretary—Mrs. Irving H. Upton, 20 Park View St., Grove Hall, Mass.

#### 1893

Class secretary—Mrs. John E. Oldham, 16 Livermore Rd., Wellesley Hills, Mass.

As the result of the voting by ballot, the following officers of the class were elected: Susan V. Knox, president; Grace Ward, vice-president; Harriet Holden Oldham, secretary-treasurer; Grace Stevens Wright, assistant secretary.

The secretary, Mrs. Oldham, attended the annual meeting of the Class Secretaries' Association in Northampton.

BORN.—To Mrs. Roland E. Stevens (Annie Morris), a son, the fourth, Paul Revere Stevens, February 17, 1914.

Jennie Campbell has just finished a successful year as Principal of the Formosa High School in Kansas.

Mary E. Prentiss, ex-1893, has just completed seven years as president of the Buffalo Y. W. C. A.

Susan V. Knox, Virginia D. Lyman, and Mary Eaton Foth attended the Smith luncheon in New York, April fourth. Where were all the other Ninety-Threes of New York and New Jersey?

Margaret A. Oldham, the Class Baby, was graduated from Dana Hall School in June, and enters Smith in September. Alison McEldowney, the daughter of Anne McConway, also enters Smith in the Fall.

Mrs. McEldowney writes that the College Club of Pittsburgh engineered a very successful week's production of "Racketty-Packetty House." Her small daughter Jane took the part of "Lady Patsy" and thoroughly enjoyed it.

Mrs. J. Edward Giles (Mary Vanderbeek) and her husband expect to spend three months in Europe this summer.

Etta Jacobs is president of the Brockton Branch of the Massachusetts Woman Suffrage Association.

#### 1894

Class secretary—Sarah E. Bawden, 912 Willett St., Jamaica, N. Y.

For the account of reunion see page 257.

#### 1895

Class secretary—Bessey Borden, 618 Rock St., Fall River, Mass.

Mrs. B. S. Winchester (Pearl Adair Gunn) has a son, John Henry, born June 3.

Amey Aldrich's address for the summer is Brown, Shipley—123 Pall Mall, London.

Martha K. Humphrey, with another former principal of Rowland Hall School, will take charge of "The Misses Rayson's School for Girls" next October. Address, 164, 168 West 75th St., New York City.

#### 1896

Class secretary—Mrs. Lucius R. Eastman, Jr., 43 Glenwood Rd., Upper Montclair, N. J.

Clara A. Burnham has returned from her trip around the world, and will again make her home in New York City.

Mrs. C. D. Hazen (Sally Duryea) is leaving Northampton, and is expecting to spend a year or two abroad with her husband.

#### 1897

Class secretary—Alice W. Tallant, 1807 Spruce St., Philadelphia, Pa.

*Dear '97:*

Once more we have marched triumphantly through the Commencement season, as proud and pleased with ourselves as only '97 can be! It does not need a reunion year nowadays to put '97 in the forefront of the battle; they really can't seem to get along very well without us anywhere. The Students' Aid Society was meeting with Caroline Bacon as its presiding officer, while the Electors' meeting claimed Emma Porter as chairman. On Ivy Day the alumnae procession again sang Agnes Hunt's song of last year; apparently they were unable to secure a better one—which does not surprise '97.

As for our Alice, she was *most* impressive in her black gown and white hood, marching in the Commencement procession of faculty and trustees.

Nineteen of us, including all four of our class officers, assembled at the luncheon, with a wealth of enthusiasm which would

have richly supplied an entire class, even in these days of towering numbers. We admired "M. B." Smith's wonderful statistical charts of our achievements, and swelled with pride over the '97 babies, so fast growing up into our successors, from Agnes Jeffrey Shedd's Marion on the honor roll in her first year of "college preparatory" to Mary Barrows Irwin's seven-year-old Eleanor, who is already putting money in the bank to "take me to Smith College." And as we thought how widely scattered are the comrades who sent us all these many greetings we realized afresh that no one of us can travel beyond the reach of the good old '97 spirit.

When Helen Atwater was last heard from she was at Gunten on Lake Thun, enjoying meadows "gay as a Persian rug with wild-flowers."

Rachel Baldwin is a member of the Board of Library Trustees in Burlington, Ia.

Eleanor Bissell sailed for Europe June 2, with "five other spinsters from Pasadena," and "may be gone until next spring."

Genevieve Cloyd has spent the winter in working toward a Ph.D., preparing material for a text-book and managing a Latin Club. She is to spend the summer abroad.

Ada Comstock was a Councillor at the meetings of the A. C. A. in Philadelphia.

Mrs. Joseph B. Fisk Jr. (Edith Breckenridge), is Secretary of the Hibiscus Club, the women's club of the Isle of Pines.

Mrs. Frank B. Heathman (Grace Brooks) lost a baby boy, five days old, in February.

Jean Hough is working for her M.A. in the Germanic Department at Columbia.

Mary Hough received the degree of M. A. in the Romance Department at Columbia, June 3.

Mrs. H. R. Hulse (Frances Seymour) has moved to 205 Tompkins Av., New Brighton, Staten Island, N. Y. Her baby daughter's name is Charity Brewster.

Ruth Huntington writes of the beginning of a little Hospital at Hindman, Ky., for which they have neither "all the money nor all the lumber nor all of anything else except the patients."

Mrs. W. Francis Hyde (Florence Elizabeth Keith) has a new address: c/o J. H. Kirk, Pleasant Valley, Wheeling, W. Va. Her husband is taking up playground



work there "to include recreation centers for working classes."

Mrs. R. M. Jenkins (Ruth Jenkins) has moved to 207 Main St., Evanston, Ill.

Marian Jones is the minister of the Congregational Church at Canterbury, Conn. Besides the church services she holds "cottage meetings" in the vicinity. She calls herself a "rural missionary."

Climena Judd sailed for Europe June 21.

Mrs. Guthrie McConnell (Genevieve Knapp) has a daughter, Anna Bliss, born June 6.

Mrs. W. N. Palmer (Helen Kuhn) has a son, Robert Kuhn, born in March.

Mrs. Edgerton Parsons (Alice Lord) was a Councillor at the A. C. A. biennial Convention in April. She sailed for Europe June 18.

Elsie Tallant was a Councillor at the biennial convention of the A. C. A. She is a member of the Hospital Committee of the Babies' Welfare Association. An article of hers appeared this spring in the Woman's Number of the *Medical Review of Reviews*.

Susan Titsworth sailed May 30 for a summer in Europe with her family.

Jane Vermilye expects to be abroad this summer, but class dues (\$1.00) may still be sent to her home address: Lydecker St., Englewood, N. J.

Mrs. Thomas M. Vickers (Lois Barnard) is helping in the reorganization of the Travellers' Aid Society in Syracuse.

Mrs. Cleveland Watrous (Grace Greenwood) expects to move August 1 to Matawan, N. J.

Katharine Wilkinson is taking a long trip to India and Kashmir.

Ex-1897.

Esther Buxton has spent the year teaching at the Colegio Americano, Mayagüez, Porto Rico. She expects to stay another year doing social work.

The address of Mrs. John D. Leitch (Mary Lewis) is now: c/o J. D. Leitch & Co., Norfolk, Va.

Katharine Reeve is married to Norman de Courcy Walker. Address: International Falls, Minn.

1898

Class secretary—Elisabeth B. Thacher, 69 Alleghany St., Roxbury, Mass.

Adeline Wing, our president, sailed for France, May 6.

Isabella Mack Patton and her husband are home on their furlough from China, and have spent the winter in New York, where she has taken a course at the Post-graduate Medical School.

Marion P. Read expects to stay at the Pine Mountain School and teach bee-keeping, poultry raising, and similar subjects.

Edith M. Esterbrook expects to be in Europe four months. While there she will visit England, Iceland, Finland, Norway, Sweden, Russia, Austria, and the Black Forest.

Helen Rose received the degree of M. A. from Smith in June.

Mrs. L. H. Thornton (Winifred Knight) has returned from Europe with her family and will spend the summer in her home in Wellsville, N. Y.

1899

Class secretary—Grace P. Chapin, 150 Meeting St., Providence, R. I.

For the account of reunion, see page 259.

Edith Rand was elected president of the class in June, Mary Hopkins, vice-president, and Grace Chapin, secretary and treasurer, the two offices being combined and made a paid position by vote of the class.

MARRIED.—Mary B. Nelson to George W. Burroughs on September 1, 1913. They are farming in West Acton, Mass.

Ethel M. Webb to Ralph B. Stone on June 21, 1913. They have been living in Lafayette, Ind., where Mr. Stone has been teaching. Permanent address, 10 Lincoln St., Brunswick, Me.

BORN.—To Mrs. H. N. Laws (Bertha Reeves) a daughter, Denison, May 25.

To Mrs. O. S. Picher (Emily Stanton) a son, William Stanton, February 5, 1914. The family is spending the summer at Weekapaug, R. I.

To Mrs. A. H. Tucker (Eva Forté) Eleanor Morin Tucker, June 19, 1913.

To Mrs. H. F. Cameron (Edith Buzzell) a son, Donald, May 9, 1914.

Blanche Ames and her husband marched in the suffrage parade in Boston last May.

As field secretary for the Women's Municipal League, Mary Dean Adams made an amusing investigation of a Matrimo-

nial Agency. During the winter of 1914 she worked for the Commission Government in Memphis, Tenn. and is now back in New York investigating.

Mrs. W. R. Westerfield (Florence Ketchum) is junior secretary of the Philadelphia Branch of the Women's Board of Foreign Missions.

Mrs. N. L. Goodrich (Alice Lyman) and her husband have just moved into their new house in Hanover.

Agnes Mynter sailed June 11 to spend the summer in Switzerland and Denmark. Address, Chateau Belle Rior, près, Geneva, Switzerland.

Ruth Phelps sailed June 10, for a year's leave of absence, which she expects to spend in Italy. Address, American Express Co., Rome.

Mrs. J. Spencer Voorhees (Elsie Warner) has moved to Lee, Mass., where Mr. Voorhees is now preaching.

Adeline Ross is spending the summer in Dubois, Wyo., one hundred miles from the railroad, where she is starting new church and Sunday school work.

Mrs. C. C. Torrey (Marian Richards) and her husband sailed in May for Italy to be gone four months.

Emily Cheney sailed in June to spend the summer abroad.

Mrs. G. E. Beardsley (Jane Hills) and her husband sailed in June to spend the summer in England.

Madge Palmer and her partner are experimenting with real "country life" at Fellowship Farm, Mount Riga, Dutchess County, N. Y.

Mrs. Max Brödel (Ruth Huntington) and Mrs. W. D. Lilly (Margaret Putnam) are both coming north this summer with their families.

Mrs. C. M. Crooks (Annie Marcy) has moved to 24 Oberlin St., Worcester, Mass., where her husband has a new parish.

Margaret Ward, our class baby, and her mother, Emily Locke Ward, were back for reunion and it is a joy to find Margaret will be ready for college in four years.

Mrs. D. D. Howe (Roberta Keith) and her husband are living on an orange and lemon ranch in Uplands, Cal.

Rita Smith's address is care American Express, 11 Rue Scribe, Paris.

Mary Hopkins is studying at Columbia University this summer.

Mrs. W. S. Gilman (Marjorie King) is first vice-president of the Women's Club. She is also president of the Sioux City branch of the National Story Teller's League.

Mr. Davis, Mr. Ford, Mr. Stone, Mr. Voorhees, and Mr. Wilmarth gave us an opportunity to sing to "our husbands" at our reunion this June.

These members of '99 attended the reunion but did not register at the Alumnae Headquarters:

Mary Hopkins, Edith N. Hall, Winifred Tiemann, Clara Austin Winslow, Christine Cook, ex-1899, Caroline Eddy Halsted, Mary Stillings.

### 1900

Class secretary—Mrs. Millard C. Humstone, Englewood, N. J.

Florence Shepardson has announced her engagement to Mr. E. S. Taggard of Portersville, Cal.

A son, Freeman Lee, was born to Mrs. Lester G. French (Mary Deane) April 20.

Mary Taggart returned in May from a trip with her brother in Egypt, Greece, and Italy.

Anne Hincks, Jennie Edgcomb, and Katharine Barton marched in the suffrage parade in Boston on May 2.

Mrs. Millard C. Humstone (Amy Dickerman) with her husband and small son has moved from New York to Englewood, N. J.

### 1901

Class secretary—Mrs. Everett Kimball, 319 Elm St., Northampton, Mass.

### 1901'S THIRTEENTH REUNION

It is our proud boast that no other class has ever had a record of reunions like ours, thirteen in thirteen years! During the whole commencement time twelve girls registered. Six were in the alumnae parade on Monday morning, and at the picnic, Monday noon—held on Agnes Childs Hinckley's generous veranda—nine were present. On Monday night, notwithstanding the rain, the ivy procession was held as usual at 9:30, and we hope the ivy will be encouraged by our song as it suffered much this last severe winter. Also we sang to various classes and they all liked it except 1904, who treated us to insults and disdain. Tuesday night the class gathered with lanterns and buckets, seven of us, and made a round of the class

suppers. First we visited '99 at the Edwards Church. The procession was headed by our president carrying a huge jester-headed staff dressed in the green girdle and cap worn by '99 in the alumnae parade.

Then we treated "the finest of the fine" to a dramatic reading of a selection of lines from "The Winter's Tale." At Boyden's we found 1904 "packed in like sardines." We sang them the song they had jeered at the night before, and presented them with a bottle of pills and a dignified poem urging them to mend their manners. They were so polite that our hearts smote us and we just had to go out and get them a bouquet. This we sent up by one of the "Odds and Ends, the Remnant Saved" who were with us. Next we sang to 1911 at Plymouth; then we went over to the Dewey where we found '79 holding a small and very select dinner of four, pieced out by three professors. Here we encountered President Seelye, without whom no reunion of 1901 would be complete. In the gym 1914 was looking its prettiest and there Put made a basket with a bucket and incidentally the hit of the evening! 1913 was in the Students' Building. We sang to them, then escorted Put to her waiting cab, and returned to see '13's take-off on "The Tempest." Why not have an Odd gathering every Commencement, for non-reuners, and unite for Monday and Tuesday nights? E. L. K..

Amy Ferris and Mary Coggeshall sailed for Europe on June 5.

Mary Coggeshall and Emma Durkee had work in the Alumnae Art Exhibition. Emma received an honorable mention.

Antoinette Putman-Cramer sailed with a party for Europe on June 18. She expects to return in September.

Louise Meyer Fechheimer is on the local executive committee of the Drama League in Chicago.

BORN:—To Mrs. Harry Peck Havell (Mabel Hedden) a son, in February.

John Fellows Melcher, son of Mrs. F. G. Melcher (Marguerite Fellows) born February 22, died March 13. He was her second child.

Constance Charnley died on April 22, at the Polyclinic Hospital, New York.

#### *In Memoriam*

Constance Charnley was one of those rare embodiments, whose outward beauty is just an indication of inward perfection. Her generosity, her sympathy, her quick wit, her grace, and her tact all combined to make her a beloved friend to many, and

to others a delightful comrade. With her one learned anew the lesson of respect for one's fellows. Endowed with a rare beauty and exquisite modesty, her contact with her friends left only pleasurable memories behind. In her death the class loses one of its most loved members. "Our loss is her gain" truly, for the spring of her joy was a really Christ-like spirit and an enduring belief in the releasing of death to a greater life.

#### 1902

Class secretary—Mary P. Allison, 212 North 6th St., Allentown, Pa.

Anna M. Bliss was married last October to Mr. Louis Phelps of Florence, Mass. Her address is unchanged.

Alice Curtis Mott was married May 25 to Mr. J. Herbert Steane of Hartford.

Adeline Davidson is an assistant in the Free Public Library at East Orange, N. J.

Persis Straight is, in addition to her extensive practice, doing a great deal of work on the Public Health and Education Committee of Bradford, Pa.

Mrs. R. Werner Marchand (Grace Watkinson) with her husband and son returned to this country in April and can be reached through her old address in Hartford, Conn.

Mrs. R. N. Pierson (Margaret Welles) has sold her house in Minneapolis and will spend the summers with her father at Lake Minnetonka, Minn., and the winters in California.

Anna Ryan was in Northampton for Commencement. She has a school for American girls in Paris, and her address is 26 Villa Dupont, 48 rue Pergolèse.

Mrs. Allen T. Burns (Jessie Wadsworth) has become very active in suffrage work in Pittsburgh and attended with her husband the conference of the Progressive Party held at Harrisburg. She has also been appointed chairman of the legislative committee of the Pittsburgh College Club.

Mrs. Chauncey H. Marsh (Helen Kelley) who is chairman of the Dramatic Committee of the Montclair College Club was the general manager for the production of Percy Mackaye's "Jeanne d'Arc" which was given by the club on June 6. Other members of 1902 who took part in the play were Marion Terhune, Marion Harris, Lois Smith, and Madeline Sayles Howland.

Olive Foster, ex-1902, was married



January 17 in Hartford to Mr. Frederick William Stengel. Her address is 12 Earl St., Rockville, Conn.

Mary Booth, ex-1902, died very suddenly March 21 in Spokane, Wash.

Ethel Freeman carried the 1902 stand-ard in the alumnae parade this year. With her were Maida Peirce Stearns and Mary Allison. Can we not try to have a larger representation next year?

### 1903

Class secretary—Grace P. Fuller, 366 Whalley Ave., New Haven, Conn.

About a dozen of 1903 were back this June. [See page 269] and although we certainly did miss our band and valiant hundred of last year, we got out our regalia, blew musically on our "kazoo's" and held our standard as high as anybody in the parade. Seven of us—3 class officers, 2 faculty, and 2 members in good standing had supper together. Guess who they all were.

On April 12 May Bates announced her engagement to Frank Appelt of Chicago.

Lora Genevieve Dyer received the degree of M.D. from the Woman's Medical College of Pennsylvania on June 3. Her permanent address is Plainfield, Mass., but next winter she is to be an interne at the New England Hospital for Women and Children, Dimock St., Boston.

Esther Little received the degree of Ph.D. at the University of Pennsylvania in June.

Helen McAfee received the M.A. degree at Smith in June. The work for the degree was done at Yale (which does not confer the Master's degree upon women), and the title of her thesis was "Pepys on the Restoration Stage."

Caroline Marsh was married February 22, 1913, to Donald Vandewater Jenkins. A son, Charles Brock, was born December 14, 1913.

Anna Marsh writes that she is to be married on June 27 to Heinrich Hans Suter. Her address until the fall will be Boonton, N. J.

BORN.—A son and second child, John Alexander, on May 26 to Mrs. Glenn Carley (Clara McDowell).

A son, Clarence Knight, on April 12 to Mrs. L. Sherman Aldrich (Betty Knight).

April 28, to Mrs. George Millar Sabin (Mary Hickok), a second son, Horatio Hickok.

A third daughter, on April 26 in India, to Mrs. A. A. McBride (Elizabeth Viles).

Mrs. A. A. Ward (Alice Bookwalter), with her husband and son, is home on furlough from her work under the American Board in Ceylon. Her address until March 1915 will be 50 South 17th St., Kansas City, Kan. Five-year-old Lewis thinks telephones and elevators are the nicest productions of the United States.

Mrs. J. E. Norman (Ella Warren) and her husband are going into farming about thirteen miles from Denver; R. F. D. No. 2, South Denver Sta., Denver, Colo.

Laura Post has been Director of the Women's gymnasium at the University of Michigan during the 2nd semester.

### 1904

Class secretary—Muriel S. Haynes, Augusta, Me.

For account of reunion see page 261.

BORN.—To Mrs. Philip D. Folwell (Mary Chambers) a daughter, Jean Harned, January 3.

To Mrs. Mills Bee Lane (Mary Comer) a son, Hugh Comer, March 5.

To Mrs. W. F. Bathricle (Florence Lovett) a son, John Northrop, January 16.

To Mrs. Percy W. Bridgman (Olive Ware) a daughter, Jane, January 15.

To Mrs. Frank H. Teagle (A. B. Wright) a son, Frank Henry Jr. February 26.

Mrs. Ripley Dana (Edith Kidder) a son, Lawrence, April 28.

MARRIED. Harriet Chamberlin ex-1904, to James Postlewaite Robertson, May 5. Address, 1803 East John St., Seattle, Wash.

### 1905

Class secretary—Marie L. Donohoe, 37 Breed St., Lynn, Mass.

Chairman Publicity Committee—Bertha C. Lovell, 8 Wendell St., Cambridge, Mass.

### *In Memoriam*

In the last issue of the QUARTERLY there appeared a notice of the sudden death at Los Angeles on March 20 of Helen Baine Isaacson. This loss, the first that 1905 has had to face, seems more than we can bear. No one of us was better loved by her friends, or was more closely allied to the class by loyalty and affection. We all remember the part that Helen played in our college life—the warmth of her personality, her ready kindness and sympathy, her

love of fun and appreciation of beauty in all forms, her wit and finely balanced mind. Her enthusiasm and vitality made her sudden and tragic death unthinkable. It will be hard to adjust ourselves to a scheme of things without her.

Helen was married in July 1910 to Deming Welch Isaacson, and left her Cleveland home to spend the greater part of her subsequent life in Arizona and California, lands of big spaces and clean winds that satisfied her temperament and were her appropriate setting. On May 4, 1911, her son, Charles Baine, was born, and added richness to her life. It is a comfort to know that she was deeply happy, even though a fair share of light and shadow have played over her in the nine years since we were all together. Letters from Helen written the week before her death were full of joyful planning, of the praises of her little son and of her contentment in her western home. A splendid wife and mother, as well as friend, she had grown in sweetness and in strength, as we all longed to do when we set our faces toward the world.

There will be a shadow over our tenth reunion, that we had hoped to have cloudless, and we are glad that we do not need to meet this year, with this sorrow fresh in our hearts. But through our grief runs gratitude that Helen has belonged to us. She is one of us still. 1905 is the richer for her, and from our heritage can never be taken the influence of her unquenchable spirit.

**NEW ADDRESSES.**—Mrs. David C. Caesar (Nan King) has changed her address to 4 Gibbs Av., Newport. She has a sister who graduated at Smith this year.

Mrs. Frederick Hill (Katherine Clark), Garden City, N. Y.

Mrs. Edward Winslow Campion (Ruth Johnson), 1324 East Broad St., Columbus, Ohio.

Jessie Murray sailed for the Philippines in May. For the next two years her address will be care Col. C. H. Murray, Manila, P. I. Jessie's one regret seems to be that she will miss the Decennial.

Mrs. Herbert E. Bradley (Mary Hastings) sends an announcement of her new book "The Palace of Darkened Windows" published June first by D. Appleton and Co. "It's a gay and sprightly tale of modern Egypt—in contrast with the sombre realism of 'The Favor of Kings.'" In August she and Mr. Bradley leave for the Pacific, stopping for a horse-back trip through the Rockies. It is the fourth summer that they have spent in this way.

Emma Hirth has been appointed manager of the Department for Social Workers of the Intercollegiate Bureau of Occupations. This is a national registry for men and women in social work.

**BORN.**—To Mrs. Edward Schenck (Grace Smucker) daughter, Mary Shuppen, February 6.

On March 10 at San Diego, Cal., a daughter, Alice Felice, to Mr. and Mrs. J. William Fisher of Lemon Grove, Cal. Mrs. Fisher was Alice Wilder Day.

#### 1906

Secretary pro tem—Catharine A. Mitchell, Riverside, Ill.

Though few in number, nine of us donned our gypsy costumes for the Alumnae Procession and upheld the glory of 1906 to the best of our ability. Monday evening, thanks to our president, we held a small and select class supper at the Pheasant in Amherst just to keep in practice for 1916 when you will all be here.

**MARRIED.**—Eleanor Hinman (ex-1906) to Wm. Albert Swasey, March 14. Address, "Snuggledown," Great Neck, Long Island, N. Y.

Francis Rockwell to John Douglas McLaren Jr., October 25, 1913. Address, Twin Oaks Farm, Glendale, O.

Phoebe Ward Randall to William Newton Pray, August 11, 1913. Address, 9 Wethersfield Av., Hartford, Conn.

Lilla Agard to Dr. Henry B. Safford, May 8, 1912. Address, 1125 Boston Rd., New York.

**BORN TO**—Mrs. G. C. Bishop (Emma Loomis) a son, George Conârroe Bishop Jr., September 29, 1913.

Mrs. F. C. Cate (Mary Lucille Abbot) a son, Frank Clarence Cate Jr., October 19, 1913.

Mrs. A. S. Davis (Mary Chapin) a son, Albert S. Davis Jr., May 23, 1912. Her address is 156 Fourth Av. West, Roselle, N. J.

Mrs. S. D. Dodge (Margaret Stone) a son, David Dodge, March 26, 1914.

Mrs. Adolph Friedman (Elsie Mihalo-vitch) a daughter, Betty Anne, July 29, 1913. Her address is 635 Madesole Av. S. E., Grand Rapids, Mich.

Mrs. O. B. Gilbert (Marion Ellis) a second child, John Ellis, November 15, 1912.

Mrs. W. N. Mac Briar (Ruth Flather) a second child, Joseph Flather, January 20, 1913. Her address is 3247 Cascade Av., Seattle, Wash.

Mrs. S. T. McCall (Charlotte Gardner) a second daughter, Margaret, born May 26, 1912.

Mrs. H. H. Phillips (Louise Sears) a second child, Margaret Louise, July 10, 1913. Her address is 33 Walsessing Av., Bloomfield, N. J.

Mrs. G. W. Rogers (Mary Kittredge) a son, Guy W. Rogers Jr., August 10, 1913.

Mrs. O. H. Seiffert (Marjorie Allen) a son, Allen, January 17, 1913.

Mrs. F. B. Skinner (Agnes Gray), a second child, Ruth, September 4, 1913.

Mrs. W. D. L. Starbuck (Katharine Gager) a son, David Lent, born November 28, 1913.

Helen Fellows has announced her engagement to Alfred Hastings of the U. S. Forest Service.

Bessie Ely Amerman is teaching and studying at Teachers College, New York City. She has an article "Public Health Nursing—A Profession" in the *Public Health Nurse Quarterly* of April, 1914.

Mignonne Ford is fruit farming in New Milford, Conn., R. F. D. 2.

Mrs. O. Lyding (Gertrude Kuhfuss) will live in Roxbury, Mass., where her husband has accepted a call to the Unitarian Church.

Marie Murkland is studying law at New York University. Her address is 301 West 96 St., New York City.

Marie Mussaeus is a high school teacher in New York City, and took her A. M. at Columbia this spring.

Bertha Reed is teacher of lip-reading for the adult deaf.

Mrs. D. R. Smith (Melinda Prince) and her husband are doing scientific farming at Uplands, Stanley, N. Y.

Alice R. Smythe has been teaching at Pittsfield, Mass., but next year will be in charge of the History Department at the Arundell School, Baltimore, Md.

Grace Treat is executive secretary of the Woman Suffrage Party of Cleveland.

Josephine Weil had a sketch exhibited and sold at the Water Color Exhibition in New York last winter.

Mildred Wiggin graduates this summer from the Children's Hospital Training School for Nurses, Boston, Mass.

Marion Dodd expects to spend six months from May 1 at Northport, Me.

Caroline Hinman and May Kissonck (1908) conduct a party through Europe this summer, sailing on July 2 for Naples.

Harriet Leitch sailed for Europe on June 6, and will spend three months traveling with her sister.

Mrs. H. A. Spoehr (Florence Mann) will spend the summer at Carmel-by-the-Sea, Cal.

Mrs. W. Dickinson (Anna Wilson) will spend the summer at Charlevoix, Mich.

NEW ADDRESSES.—Mrs. J. S. Bent Jr. (Frances Manning), 68 Columbia St., Brookline, Mass.

Blanche Boyd, 19 Ware St., Cambridge, Mass.

Mrs. P. D. Dean (Gertrude Cooper), 90 Salisbury Rd., Brookline, Mass.

Mrs. W. F. Glidden (Marcia Shaw), 540 Massachusetts Av., Lexington, Mass.

Mrs. Allan E. Goodhue (Gladys Woodruff, ex-1906), 228 West Rittenhouse St., Germantown, Pa.

Mrs. T. O. Hammond (Alice Lindman), 421 Spruce St., Helena, Mont.

Mrs. J. C. Harris (Vila Breene), Box 636, Fort Worth, Tex.

Claire Kennedy, 361 Commonwealth Av., Newton Centre, Mass.

Mrs. C. H. Kerr (Hazel Cary), R. D. 2, Box 14, Tarentum, Pa.

Mrs. A. E. Lott (Mildred Barry, ex-1906), 11 West 35 St., New York City.

Winifred MacLachlan, 104 Erskine St., Detroit, Mich.

Mrs. N. C. Maynard (Olive Dunne), 38 Union St., Watertown, Mass.

Mrs. G. B. Rosenblatt (Elsie Klein), 24 Caithness Apartments, Salt Lake City, Utah.

Mary Streeter, 37 Shaffner St., Worcester, Mass.

Louise Sweet, 1518 Oneida St., Utica, N. Y.

CORRECTION.—Owing to an error in paragraphing in the April QUARTERLY, the class baby was attributed to Mary Holmes Eastman, whereas the mother of the class baby is Alice Foster McCulloch.



## 1907

Class secretary—Virginia J. Smith, 123 Troup St., Rochester, N. Y.

1907—We are about to resume class duties. Class letters are to be sent out again, so please send all news of yourselves either to V. J. or to me (625 Virginia Street, Toledo) by September 15. Let's have a full report. The reason for silence on class letters, news, and so forth is my discovery that there's a five o'clock in the morning just the same as in the afternoon—(see notice below). We are now however ready for work.

CASEY.

BORN.—December 24, 1913, to Mrs. Leslie Marsland Conly (Agnes O'Brien) a son, John Marsland Conly. Address, 378 East 18 St., Brooklyn.

January 25 to Mrs. Walter S. Miller (Casey Geddes) a daughter, Kate Rose-brugh Miller.

May 31 to Mrs. George Tressler Scott (Ruth Cowing) a son (this is Ruth's third—two girls and a boy), Arthur Tressler Scott 2nd.

To Mr. and Mrs. R. G. Higinbotham (Dorothy Schaufler) a son, Robert Hamlin, born January 29.

To Mr. and Mrs. William Oliver Collins (Edna Lindsay), a son, William Oliver Jr., January 23.

Mrs. James W. Green (Helen Tate) has a daughter, Margaret Thorburn, born October 16, 1913.

Ruth Curts was married April 11, to Harry L. Kempster. Address, c/o State University, Columbia, Mo.

Cherrie E. Duffey and William D. Pier-son of Charlemont were married June 18 at the home of the bride, by Dr. L. Clark Seelye. The ceremony was performed before a bank of laurel and the couple were unattended. Cherrie wore a traveling suit. Address, Charlemont, where the groom has a contracting and farming business.

Mrs. Robert Gage (Betty Ballard) has moved to Evanston, Ill. Her address is 1602 Ashland Av.

Virginia Smith has been teaching dancing this winter in Rochester, N. Y. Her address from June 1 to September 15 is Rocky Neck, Gloucester, Mass.

Olive Hurlburt is secretary to the Dean of Women, at Colorado College; address, Green Gables, 215 Cheyenne Road, Colorado Springs.

Next year Isabel Brodrick Rust is to be assistant to the general secretary of the Alumnae Association.

Morley Sanborn's address is Mrs. Raymond Aaron Linton, care the U. S. Minister, Buenos Aires, Argentine, S. A.

Ex-1907. Gladys Lawrence was married May 20 to William Orcutt Hubbard.

## 1908

Class secretary—Mrs. James M. Hills, 135 Prospect Park West, Brooklyn, N. Y.

MARRIED.—Eunice Fuller to Seymour Barnard on May 2, 1914. Address until August 1, 118 Waverley Place, New York. Her Stories, "The Friendly Giants," are running in the *St. Nicholas*. Each story is introduced by a verse of Mr. Barnard's. In the fall they will be published in book form by the Century Company, with illustrations by Pamela Colman Smith.

Lucy Raymond to Harry Williams Gladwin on June 6.

Helen Appleton to Charles Albert Read Jr., on May 27. Two of the pictures in the Alumnae Art Exhibition, "Girl in Sunshine" and "Sunlight Study" were by Helen Appleton.

Eva Price to Elmer Stoughtenburgh Hobson on June 1.

Maybelle Kingsbury to James Bancroft Littlefield on February 28. Address, 109 Arlington Av., Providence, R. I. Mr. Littlefield graduated from Brown in 1902 and from Harvard Law in 1905.

Engaged.—Bess Parker to Roland Mersereau.

BIRTH.—Mrs. Marcus G. Lovelace (Mabel Watts, ex-1908) has a son, William Hawkesworth Lovelace. Her address is 609 Pitt St., Wilkinsburg, Pa.

Laura Lenhart is a trained nurse at St. Elizabeth's Hospital, Shanghai, China.

Mrs. Samuel Frederic Munroe (Edith James) is now at 75 School St., Manchester-by-the-Sea, Mass.

Margaret King's address is 10 Kay St., Providence, R. I.

Hannah O. Kummer is now at 1914 West Bl'vd., Cleveland, O.

Mrs. Sidney Wheeler (Florence Ellen Hastings, ex-1908) is at South Berlin, Mass.

Ruth Vaughan has received the degree of M. A. in botany from Smith College.

Jane E. Thomson is field secretary for the National American Woman's Suffrage Association.

### 1909

Class secretary—Alice M. Pierce, 474 Massachusetts Av., Boston, Mass.

For report of the reunion see page 263.

BIRTHS.—A son, James Gragg Costello, was born to Mrs. Francis D. Costello (Julia Gragg) on April 1.

On April 26, a daughter, Betsy, to Mrs. Rollin Polk (Beth Crandall).

In May, 1914, a son, Nathaniel Minott Grose, to Mrs. Waldo Grose (Ethel Lewis).

Mrs. Frederick G. White (Harriet Webber) lost her son, Richard, born on March 8, 1914, on May 25, 1914.

MARRIAGES.—Katherine Varick to William Manning Bassett on May 27.

Florence Dorothy Forbes to S. Douglass Killam on June 9. Vivien Forbes was her attendant.

ENGAGEMENTS.—Olive Fobes announced her engagement at Class supper June 13, 1914, to Henry Odin Tilton, Harvard 1907.

Bertha Niles to Franklin Stevenson Koons, Yale 1911. Mr. Koons is with the National City Bank of New York City.

Helen Truesdale (ex-1909) will be married to Dr. Angus Washburn at St. Mark's Church, Minneapolis, on June 23, 1914.

Mrs. Arthur Rogers (Florence Allen) will spend six weeks this summer in Europe visiting Paris, London, and Berlin.

### 1910

Class secretary—Mrs. Charles N. Waldron, 14 Parkwood Blvd., Schenectady, N. Y.

Although no official reunion was held, thirty-three 1910 girls were back. At the alumnae assembly in John M. Greene Hall, Helen Bigelow presented the Alumnae Association with a cup from 1910 to be given each year to the class that has the largest percentage of graduates present.

BIRTHS.—March 10, John Stewart Dalrymple Jr. to Mrs. J. S. Dalrymple (Bernice Barber).

April 4, Samuel Clinton Peet to Mrs. Nelson Peet (Gertrude Barry).

March 19, a son to Mrs. H. C. Fisher (Gertrude Chandler).

May 15, Edward Stimson Acton to Mrs. E. H. Acton (Yeoli Stimson).

May 31, a daughter to Mrs. W. W. Spring (Caroline Kennedy, ex-1910).

MARRIED.—June 20, Margaret Brumaghim to William H. Fleet of New York.

April 18, Annis Kendall to Malcolm Stearns.

Tei Ninomiya, was married December 29, 1913, to Mr. Unjiro Fujita, a graduate of the Imperial University Law School. Since January they have been living in Yokohama. Mr. Fujita is assistant to the governor of Kanagawa Prefecture. Their address is: Nishitobe Kencho Kan-sha, Yokohama.

May 9, Lilian Boynton (ex-1910) to Eugene Smith.

June 15, Carrie Nicholson (ex-1910) to Arthur M. Jordan.

Elise Bradford was one of the exhibitors in Hillyer Art Gallery, May 24-June 17, 1914. Margaret Means also exhibited.

Mary Brewster is librarian at the State Library, Hartford.

Esther Crane received a degree of M. A. at Smith College, June 16, 1914. She expects to be an assistant professor of philosophy at Wells College next year.

Grace Filer is to be an instructor of English at Smith College next year.

Alma Rothholz received a degree of M. D. at Johns Hopkins on June 9, 1914.

Died.—January 18, 1914, Mrs. R. F. McNett (Sarah E. Sherwood, ex-1910).

### 1911

Class secretary—Margaret Townsend, 54 Myrtle Av., Plainfield, N. J.

For report of the reunion see page 264.

MARRIED.—Elsie Baskin to Huntington Adams of New York on June 3, 1914. Her cousin, Edith Goode, 1904, was her only attendant.

Margaret Clark to Howard Williams (M. I. T. 1910) on June 10, 1914. They were married by President Burton at the house of her aunt, Miss Benton, in Northampton.

Helen Earle to Henry Johnston of Montclair, N. J., on May 20, 1914. Eleanor Goddard was one of her bridesmaids.

Edith Fisher to Henry Strong Huntington Jr. (Yale 1904 and Auburn Theological Seminary) on December 26, 1912. Her address is now 122 Gale St., Watertown, N. Y., where her husband is the minister of the Hope Presbyterian Church.

Margaret Fisher to James P. Madden of Bethlehem, Pa., in June.

Mabel Keith to Walter Durfee on April 18.

Adaline Moyer to Arthur S. Martin of Elizabeth, N. J., on June 17.

Gertrude Pearson to Robert Wendell Taylor on May 27.

Ruth Segur to Charles Clinton Burke Jr. on June 20. Margaret Foss and Ellen Burke were among the bridesmaids.

Ilma Sessions to Robert Hunt Johnson on April 13. Address 296 Woodward St., Waban, Mass.

Mary Vidaud to Heermance Montague Howard on April 18. Eleanor Ide was maid of honor and among the bridesmaids were Eleanor Goddard and Ethel Cox.

Muriel Spicer to J. F. Carroll Jr. on May 22. Address, 1013 West St., Utica, N. Y.

BORN TO—Mrs. George C. Jones (Gertrude McKelvey) a son, George Paul, in May.

Mrs. Claude P. Terry (Chloe Gillis) a daughter, Claudia Gillis "Smith 1936," November 26, 1913.

Mrs. Harvey Hall (Florence Foster) a son, Harvey Hall Jr., April 9.

Mrs. Cyrus Boutwell (Margaret McCrary) a daughter, Margaret Ruth, April 23.

Mrs. George Pearson (Edith Case) a daughter, Margaret Louise, April 17.

Mrs. H. J. Nunnemacher (Gertrude Fink) a son, Hermann, April 11.

Mrs. T. Grafton Abbott (Josephine Dormitzer), a daughter, Carolyn, June 21.

ENGAGEMENTS.—Marian D. Keith to Maurice Gray, Bowdoin 1912.

Edith Angell to Harold Brown Cranshaw, Amherst 1911. Her latest permanent address is 164 Angell St., Providence, R. I., but she will spend the summer at Thornton, R. I., c/o Colonel Tillinghast.

Ruth Barnes to James Gorman.

Helen French to George Graham of Pueblo, Colo.

Elsa Detmold to Terence B. Holliday of New York. She expects to be married next fall.

Irene DuBois to Lewis Braislín Pitcher. Peter Fielder to Carl Black of Orange, N. J.

Myra Isabel Foster to Samuel W. Men-

dum of Roxbury, Mass., M. A. C. 1910, M. S. Univ. of Wisconsin 1913.

Josephine Fowler to Morgan Arthur Darby.

Beatrice Hardy to Chester G. Clark of Wellesley Hills, Mass.

Ethel Bailey is going to New Zealand with her father, to be gone several months.

Nancy Barnhart exhibited several sketches in the Alumnae Art Exhibit at Commencement.

Olive Carter taught English last winter in the Meriden, Conn., H. S. She left Columbia in February, 1913, with an A. M. degree.

Margaret Cook sailed in May for Greece, Germany, France, and England.

Paula Haire is living now in Mt. Vernon, N. Y.

The address of Mrs. McLain Reinhart (Dorothy Hickok) is 902 Elmwood Av., Evanston, Ill.

Mary Mattis is back from her trip around the world. She stopped on the way to visit Gertrude Lyford Boyd in Scotland.

Frederica Mead has started around the world to be gone indefinitely. She and her mother and sister will spend the summer in China with her brother.

Eleanor Mills has gone abroad.

Mrs. R. F. McConnell (Grace Otteson) is stationed in the Navy Yard at Mare Island, Cal. Mr. McConnell has charge of the Navy Wireless Stations on the Pacific coast and last fall Grace went with him on his inspection tour to Alaska, and across to Russia.

Dwight Power is living in New York and working with an Advertising Company.

Charlotte Rankin will be in a girls' camp in New Hampshire this summer.

Raena Ryerson and Helen Scriver have gone abroad together.

Mrs. Buckingham Chandler (Becky Smith) went to China and Japan on her wedding trip. When she was married, Charlotte Perry and Mary Rice Moseley played their violins during the ceremony. Mr. Chandler is having a bungalow built on the roof of an apartment house!

Alice Smith is still at the Presbyterian Hospital in New York, taking a course in nursing.



Ruth VanDeman is doing editorial work at Cornell. She is going to England this summer. She and Ethel Bailey form the Smith Club of Ithaca!

Marjorie Wesson has had some verse published in the *St. Nicholas*.

Katherine Whitney is artist for the University of Minnesota Medical College.

#### Ex-1911

**MARRIAGES.**—Else Kohlberg to Dr. Craige Branch in January. Address, 517 Corts St., El Paso, Tex.

**BIRTHS.**—Mrs. Wm. Gaddis (Katherine Berryhill) has a daughter.

Mrs. Alder Ellis (Grace Child) has a son, Alder Ellis Jr., born October 15, 1913. This is her third child.

Mrs. J. Blaine Korrady (Louise Rowley) has a daughter, Katherine, born August 25, 1913.

Margaret Shepard spent part of last winter in Bermuda. Last fall she played among the second violins in the MacDowell Club Orchestra in Boston.

#### 1912

Class secretary—Mary A. Clapp, Hotel Somerset, Boston, Mass.

#### 1912's Second

On all official reports 1912 is not credited with having had a regular reunion this Commencement—but we did have one, and a good one, too! On Friday morning we assembled in Seelye 11, the class headquarters, to the number of twenty, and sat in neat, class-room rows while Amy led us in song.

More still came, so that by Saturday evening when we went on a glorious class bat in a special car with three hundred variegated sandwiches, many chocolate eclairs, and gallons upon gallons of iced tea and lemonade up into the Notch, we had thirty-four on hand. The bat turned out to be not only a very square meal, but class sing, class meeting, and occasion for general hilarity.

In the alumnae parade we endeavored to give President Burton everything he had said he wanted at last chapel. And by the way we had fifty or more in line at this. We had two floats—borne by lusty hands—one representing the effigy of "The Fatted College," clad in purple toga and laurel wreath with a large sack labelled "\$3,000,000" at its feet; the other covered with fifteen red pasteboard dormitories ranging in type from the bungalow to the skyscraper. This latter was flanked with the following signs, "Does this solve your

problem, Mr. President?" "Take aeroplanes for Goshen and Williamsburg dormitories," and "Get your season subway tickets for Springfield dormitories." Another standard bearing a large yellow sun queried "Why not use this central lighting and heating plant?" And Ruth Cooper walking far in the rear of all, and playing a toy piano carried the sign: "Music Hall *must* be isolated."

**MARRIED.**—Ruth Paine to John Henry Blodgett, May 23. Address, 100 Beach Bluff Av., Beach Bluff, Mass.

Gertrude Darling to Robert Benchley, June 6.

Elizabeth Engle to Benjamin Danforth. Address, Deer Creek, Ill.

Constance Collins (ex-1912) to Noel Condiff Edwards, May 15.

Maryon Mounts (ex-1912) to Lionel Moise, March 25. Address, 2612 Thomas Av., Dallas, Tex.

**ENGAGEMENTS.**—Ada Simpson to Dr. Edward H. Risley.

Lucy K. Robbins to William H. Rand.

Louise Hibbs (ex-1912) to the Reverend Roscoe M. Meadows.

**BIRTHS.**—To Mrs. Karl Metcalfe (Lucile Simonds) a daughter, Jane Elizabeth, May 18.

To Mrs. Maurice Needham (Ray Holt-hoff, ex-1912) a daughter, Ray Elizabeth Needham, November 28, 1913.

To Mrs. Edward L. McBride (Mary Archer, ex-1912) a daughter, Elizabeth Lucilla McBride, August 5, 1913.

At a meeting of the New York State Modern Language Association held at Elmira on May 2 Alice Casey spoke on "Conversational Skill."

Dorothy Marcus has gone abroad for the summer. She expects to spend some time in Greece.

Marie Neal is working with the Traveler's Insurance Company of Hartford, Conn.

Florence Martin is with the Macmillan Publishing Company in New York as organizer of the Private School Department.

Carolyn Sheldon has gone back to Paris for the summer to study.

The address of Mrs. Arthur Wilson (Louisa Spear) is 9 Fairmount St., Tufts College, Mass.

## 1913

Class secretary—Helen E. Hodgman, 314 East 17 St., Brooklyn, N. Y.

For report of the reunion see page 266.

MARRIED.—Rose Baldwin to Robert Meech on May 20. Margaret Nye, Helen Mc Burnie, and Orpha Gerrans were among the bridesmaids.

Helen Laughlin to Emery Marshall. They are now living in Globe, Nev.

Dorothy Merriam to Henry Abbott on April 29.

Georgia Wolf to Edward Roth Jr. on May 9. Mr. Roth is a lieutenant in the army and is stationed at Fort Rodman, Mass.

ENGAGEMENTS.—Helen Bayles to Dr. Frank Childs. Announced June 1914.

Clara Murphy to Ordway Tead of Amherst 1912. Announced May 29.

Maud Ground to Parker Browne Francis. Mr. Francis is a graduate of Harvard, 1908. They are to be married in October.

Edith Warner to Hamilton Patton of Highland Park, Ill., graduate of Amherst 1913. Announced April 1.

Mary Worthen to Waldo Gray Knapp of Dartmouth. Announced in March. He is secretary to the President of Dartmouth.

Louise Elder to Donald Thompson.

Edna Jones to Homer Arey of Salisbury, N. C.

Theia Powers to Homer Watson of Lyndonville, Vt.

Catherine Gowdey has received her M. A. in philosophy from Columbia.

Mildred Tyler has received her M. A. in Latin from Wesleyan.

Harriet Hunt will receive her M. A. in American History from Wisconsin.

Mary Arrowsmith is secretary at the New York Association for Improving the Condition of the Poor.

Ruth Bache-Wiig is in Berlin studying German. She will be there all the year.

Louise Cornell is teaching in the Orange, (N. J.) Settlement.

Dorothy Douglas is taking a secretarial course at Miller's Business College, New York City.

Anna Dunphy has been taking courses at Smith during the Spring Term.

Phyllis Fergus has had published "My Dream Child," and "In the Usual Way."

Naomi Kaltenbach sailed for Europe on the first of June.

Ramona Kendall has been studying in the Women's Educational and Industrial Union, Boston.

Helen Knox and Mally Lord had some of their designs exhibited at the Hillyer Art Gallery.

Annah Montague is to be secretarial supervisor at the Y. W. C. A. summer camp at Altamont, N. Y., for July and August.

Sybil Pease is to do social service work at Sea Breeze Hospital for the summer.

Susan Raymond is going to study in Harvard Observatory for a few weeks this summer.

Dorothy Usher is doing reporting and art criticism for the Milwaukee papers. She is planning to study art this summer.

Margaret Steacy is working with the Associated Charities in Scranton, Pa.

Jessie Coit has been taking graduate courses in Music at Smith.

Olive Hearn has graduated from Skidmore School at Saratoga Springs. She is social secretary to Mrs. Spencer Trask.

Mary Strange and Ada Leffingwell have published a song entitled "Clover's sweet in Spring, dear," published by the Globe Company.

## Ex-1913

MARRIED.—Mary Bloss to Roger Sherman Vail on April 13. Address Highland Park, Ill.

ENGAGED.—Marjorie Montague to Allan Davis of Los Angeles. They are to be married in July and will make their home in Los Angeles.

BIRTH.—Marian Victor Leventritt, son of Mrs. Edgar Leventritt (Rosalie Joseph), on April 4.

Helen Orr is in Europe to be gone until Fall.

## 1914

Class secretary—Margaret L. Farrand, 157 Ralston Av., South Orange, N. J.

The other officers of the class of 1914 are as follows: president, Katherine Knight; vice-president, Elizabeth Zimmerman; treasurer, Madeleine Rindge.

MARRIED.—Ernestine L. Robbins to Samuel Miller Sharkey on June 17 at St. John's Church, Northampton. A very charming wedding breakfast was served to the wedding party at the Alumnae House, 8 Bedford Terrace.

# NOTICES

All mail for the QUARTERLY should be sent to College Hall, Northampton, Mass. Please send subscriptions to Miss Snow and material for publication to Miss Hill. Correspondence concerning advertising should be sent to Miss Edith E. Rand, 3 West 92 St., New York, N. Y.

The dates of publication are November 15, February 15, April 25, and July 25, and subscribers failing to receive their copies within ten days after these dates should notify the business manager as otherwise the editors cannot be responsible for the sending of copies.

Members of the Alumnae Association may combine their dues and QUARTERLY subscriptions in one check or money order.

The business manager asks for your coöperation in prompt notification of change of address. FLORENCE HOMER SNOW, *Business Manager*.

## REPRODUCTIONS OF THE BAS-RELIEF

Small bronze reproductions of the bronze bas-relief of President Seelye, presented by the class of 1904 as a decennial gift to the college, may be had by sending \$2.00 to Miss Florence Snow, College Hall, Northampton.

## SENIOR DRAMATICS, 1915

Applications may be sent to the General Secretary of the Alumnae Association, College Hall, Northampton, not earlier than September 15. Details as to the day of the performance and the price of tickets will be given in the November QUARTERLY.

## A SEAL FOR THE ALUMNAE ASSOCIATION

At the meeting of the Alumnae Association it was voted that the time for receiving designs for the seal of the Association be extended until February 1, 1915. The number sent was not large and many alumnae who have given especial attention to designing wished to enter the competition.

The Committee hopes that all alumnae who have had any training in designing will feel personally interested to furnish a design for the competition. These should be sent to Miss Florence H. Snow, College Hall, Northampton.

MARY EASTMAN, *Chairman*.

## LANTERN SLIDES

The Alumnae Association has a set of 75 lantern slides illustrating college life, Commencement, and the inauguration of President Burton. Several views of the newer buildings, senior dramatics, and college activities have recently been added to the original set. Any alumnae organization desiring the slides may apply to the General Secretary, College Hall, Northampton. They may also be used by any alumna for exhibition to schools or clubs. The only charge is express and breakage.

## FOUND

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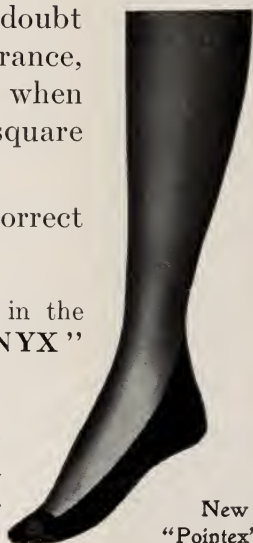
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#### *Editor's Note.*

¶ In the April issue of the QUARTERLY (page 175) it was suggested by one of our loyal Smith women that alumnae of the college be induced to advertise their occupations in business and the professions. Although it was impossible for the advertising manager to obtain a full list of the business and professional alumnae, owing to the fact that the latest classified list—in the office of the Faculty Committee on Recommendations—is dated 1910, she sent out 80 letters—50 to alumnae having some connection with the administration of schools and 30 to alumnae whom she knew to be in business—explaining that, in accordance with this suggestion, the QUARTERLY had arranged for spaces of one sixteenth of a page in the advertising section of the Commencement QUARTERLY. One paragraph read: "Will you not avail yourself of this opportunity to bear witness to 'the productive results of the college education'? Our literary women are continually represented, why not our business and professional women? The QUARTERLY needs the support of all."

¶ The responses to these letters were not so numerous as we hoped,—there were only ten replies. We realize, however, that had the list been more complete others would have been glad to avail themselves of this opportunity.

¶ When the quinquennial catalog comes out next year it will be possible to compile a complete list of business and professional alumnae. In the meantime—

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